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ABSTRACT

Part of a curriculum development project for teaching social studies concepts (see also ED 032 318-ED 032 323 and TE 499 894), this grade 7 teaching guide deals with factors effecting changes in Western civilization. Five units are presented: (1) "Man's ways of living affect, and are affected by, the physical and social environment in which he lives." (early man) (2) "The actions of a people are influenced by the values they hold." (early Greeks) (3) "Ideas and societies change as they come in contact with the ideas and achievements of other societies." (Roman Empire) (4) "How quickly any change comes about depends not only on the nature of the change itself, but also on the pressures for and against that change." (post-Roman Empire) (5) "The beliefs, activities, and values of people are influenced by the times in which they live." (Renaissance). The objectives of the curriculum, 11 key concepts to be studied in all grades, and 19 behavioral objectives to be attained in grade 7 are listed. Strategies for teaching attitudes and cognitive skills are given; and "organizing ideas," suggested learning activities, notes for the teacher, and evaluation exercises are provided for each unit. (LH)

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THE TABA SOCIAL STUDIES CURRICULUM

Grade Seven—WESTERN CIVILIZATION—PERSPECTIVES ON CHANGE

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Norman E. Wallen, Project Director
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KEY CONCEPTS IN THIS CURRICULUM

This Teacher's Guide for Grade Seven is part of a curriculum developed for teaching social studies in the first through eighth grades. Basic to this curriculum are certain key concepts which represent highly abstract generalizations selected from the social sciences for their power to organize and synthesize large numbers of relationships, specific facts, and ideas.

These key concepts are treated again and again throughout the eight grades. Thus, as the student's own experience broadens and his intellectual capacities develop, the curriculum provides him with repeated opportunities in a variety of contexts to develop an increasingly sophisticated understanding of these concepts.

CAUSALITY

Events often can be made meaningful through studying their antecedents. Hence, to some extent, future events can be predicted.

Events rarely have a single cause, but rather result from a number of antecedents impinging on one another in a given segment of time and space.

CONFLICT

Interaction among individuals or groups frequently results in hostile encounters or struggles.

Conflict is characteristic of the growth and development of individuals and of civilization as a whole.

There are culturally approved and disapproved means for resolving all varieties of conflicts.

Irrational conflict is reduced by recognition of the inevitability of differences and of the difficulty of determining their relative value.

In most situations, some form of compromise is necessary because of the serious consequences of sustained conflict.

COOPERATION

The solution of important human problems requires human beings to engage in joint effort.

The more complex the society is, the more cooperation is required.

Cooperation often requires compromise and postponement of immediate satisfactions.

CULTURAL CHANGE

Cultures never remain static, although the context of the change (economic, political, social, and technological), the speed of the change, and the importance of the change, vary greatly.

Cultural change is accelerated by such factors as increased knowledge, mobility, and communication, operating both within and between cultures.

DIFFERENCES

The physical, social, and biological worlds (including human beings and their institutions) show extreme variation.

Survival of any species depends on these differences.

Conflicts and inequities often result from assigning value to particular categories of differences, such as white skin or high intelligence.

INTERDEPENDENCE

All persons and groups of persons depend upon other persons and groups for satisfaction of needs.

Behavior of each person and group affects other persons and groups in important ways. These effects on others are often indirect and not apparent.

MODIFICATION

As man interacts with his physical and social environment, both he and the environment are changed.

Man has often exploited his physical environment to his own detriment.

POWER

Individuals and groups vary as to the amount of influence they can exert in making and carrying out decisions which affect people's lives significantly.

As a strong motivating factor in individual and group action, the desire for power often leads to conflict.

SOCIETAL CONTROL

All societies influence and attempt to mold the conduct or behaviors of their members. The techniques used include percept, example, and systems of reward and punishment; the specifics of those techniques vary greatly from one society to another.

Marked differences in child-rearing practices often exist among societies.

All societies have some way of punishing adults who do not conform to established ways. The means of punishment include ridicule, shaming, and ostracism, as well as physical punishment and execution.

Written laws are an attempt to clarify the rules by which society operates and to promote an impartial treatment of its members.

Everyone belongs to many groups with overlapping membership, different purposes, and often conflicting demands on members in terms of duties, responsibilities and rights; each, by exerting social controls, shapes the personality structure and behavior of its members.

TRADITION

Societies and the groups and individuals within them tend to retain many traditional values, attitudes, and ways of living and dealing with current problems, whether or not that behavior is appropriate.

Certain institutions in societies, such as the family, religion, and education, tend to change less rapidly than do other elements of societies.

VALUES

Those objects, behaviors, ideas, or institutions which a society or an individual considers important and desires constitute values.

Whether or not a person holds a value can be inferred by others only on the basis of an extensive sample of his behavior.

Societies and individuals often differ significantly in the values they hold.

Values develop through both non-rational and rational processes.

The survival of a society is dependent upon agreement on some core of values by a majority of its members.

The greater the variety of values within a society, the greater the likelihood of disagreement and conflict; in some societies such conflict is accepted as necessary to the realization of core values.

INTRODUCTORY STATEMENT ON BEHAVIORAL OBJECTIVES AND EVALUATION

BEHAVIORAL OBJECTIVES

The statements of objectives in this curriculum reflect the growing emphasis on expressing objectives in behavioral terms. However, too much insistence on stating objectives strictly in terms of observable and highly specific behaviors may distort the intent of the educator and/or yield lists that are too long to be used effectively.

An attempt was made therefore to reconcile the two points of view so as to have the best of both worlds. Each objective is stated first in terms of observable behavior. Where necessary for full communication of the intent, illustrations of the kinds of specific behaviors desired are included. This procedure was chosen rather than listing all of the possible specific behaviors implied by an objective which would, of course, be almost endless. Following each description of behavior is a summary of the rationale for the objective - why it is important, how it is related to other outcomes, and how it can be conceptualized in terms of certain psychological constructs such as *comprehension, comparison, analysis, attitude, feelings, sensitivity,* or *empathy.* The parallel expression of objectives in terms of both behavior and rationale seemed desirable because it is difficult to express certain objectives in terms of specific behaviors only and others appeared incomplete when expressed in terms of constructs without behavioral component.

At the beginning of the Teacher's Guide a master list of objectives is provided for the entire year's program. At the beginning of each unit abbreviated references to the master list are included to help the teacher identify objectives to be emphasized in teaching that particular unit. It should be emphasized that this list does not exhaust the possible list of objectives for the curriculum. Rather, it indicates those considered of primary importance.

The objectives do not contain precise indications of the level of proficiency expected since this will depend in part on the initial level of proficiency or "entering behavior." Thus, the objectives, as stated, are much the same throughout the eight grades, though one would expect increasing levels of "proficiency" if students have studied the curriculum throughout several grades. If, however, the curriculum were introduced for the first time at all grade levels, one would not expect as much difference between, say, first and fourth graders. The evaluation exercises provide some guidelines as to "typical" responses of pupils, but in the last analysis, each teacher must set his own expectations.

EVALUATION

Evaluation exercises have been included at various points in this Guide to help teachers and pupils plan appropriate learning experiences and judge the effectiveness with which objectives are being met. The prime function of the proposed evaluation procedures is to help children learn better.

The exercises are designed to supplement and refine the impressionistic judgments that teachers customarily make about changes in their pupils' behavior in the broad fields of knowledge, thinking skills, and attitudes.

Both the content and the form of each exercise vary according to the exercise's location in a unit, but there are common principles underlying the role of each exercise throughout this guide. These are as follows:

- Evaluation is a <u>continuing</u> process which should provide information about both the kind and the quality of children's responses over a wide range of social studies situations. It is important that data of this kind be used to improve teachers' perceptions of such things as the nature and range of children's attitudes toward other people and themselves, the depth of their understanding of important ideas, and their facility with important thinking skills. Information obtained through evaluation of this kind should be used to improve the instructional program.

- Evaluation efforts should be sharply focused. Very few teachers can simultaneously make and record observations related to several different objectives. Neither can a single evaluation device be expected to yield useful measurements for a large number of different kinds of objectives. It is therefore important that careful, pointed choices be made about what is to be evaluated, and that there be a good match between the objectives and the measuring device as well as between what is recommended and what is practical for most teachers.

- The intention is to provide teachers with evaluation exercises that can be adapted to particular circumstances rather than to prescribe an inflexible program for them. The placing, form, and frequency of the evaluation exercises in this Guide may therefore be varied by teachers but only after careful consideration of such factors as the needs of their class and their interpretation of the objectives of a particular unit.

- The wider the range of the items that are evaluated, the greater is the possibility that important aspects of knowledge, thinking skills, and attitudes will be measured and improved upon, provided that there is an equally wide variety of suitable evaluation devices and techniques.

Some of the exercises will be fully detailed, while others will be in the form of brief statements about the form and purpose of the exercise and the place in the Guide where there is an appropriate model to refer to. In general, the more detailed descriptions appear in the first Unit. The objective(s) to which the exercise applies are indicated. It will be noted that there are objectives for which no evaluation exercise is provided. This is due to limitations of space and staff time. Each evaluation exercise relates to one or more objectives. In a few cases, the relationship may not be immediately obvious, i.e., where the exercise deals with a particular aspect of a broader objective.

Unless there is systematically collected evidence on what is being learned and the kinds of improvements being made over previous learning, teachers have to be satisfied with their impressions. These exercises are planned to provide such evidence and thereby lay a sounder basis for accelerated development of appropriate knowledge, thinking skills, and attitudes.

At the same time, teachers need to keep in mind that each of these exercises leaves much to be desired from the technical measurement standpoint. For example, any single exercise is limited to a particular sample of content and provides a small sample of each pupil's responses. Thus, a particular exercise must be viewed as providing additional, useful information--not as a precise tool to be used in making firm

judgments about individual pupils or the class as a whole.

When evaluation data have been recorded over a period of time, it becomes possible to:

- Assess the status of individual students in a class in relation to a particular criterion at a particular time;
- Assess changes in the style and quality of the students' responses to similar exercises given at different points in time;
- Assess changes in the style and quality of total class responses to similar exercises given at different points in time;
- Assess the relative status of both the individuals in a class and the whole class to other individuals and other classes.

Systematic recording of data in these ways is necessary, if the instructional program is to be improved in relation to objectives.

OBJECTIVES FOR THE YEAR

At the end of Grade Seven, or before, the student should show the following behaviors:

1. **Given access to appropriate** materials on the peoples studied in this year of the program, or other content, the student lists a number of items on the people or on their environment, then groups the items and assigns logically defensible and conceptually powerful (that is, abstract) labels; and when requested, re-forms and re-labels the items in equally defensible ways. Examples of the kinds of items the students will list, group, and label are ways in which man differs from other animals, man's inventions for coping with the environment, things students consider important in life, and values held by the ancient Greeks.

   Rationale: Acquiring ability to list, group, and label (concept development) is an important intermediate step in acquisition of other thinking skills and is considered a powerful intellectual skill in its own right, because the curriculum is intended to facilitate ability to develop more abstract concepts. Ability to re-group is regarded as an important component of intellectual flexibility.

2. Given two or more different samples of information, the student correctly states differences and similarities. Examples of such comparisons are: architecture of ancient Rome and ancient Egypt, values of ancient Greeks and ancient Romans, reasons for the fall of Charlemagne's empire and the Roman empire, **and** living conditions during the Renaissance and today.

   Rationale: **Ability** to make such comparisons is an important component of the thinking skills to be developed through this curriculum. It is also essential to development of higher level thinking skills such as the ability to form generalizations, state hypotheses, and make explanations of causes of human behavior.

3. Given two or more lists of information, the student indicates correctly which items in the first list are associated with the various items in the second list. The lists may be related to such matters as inventions and kinds of knowledge needed to think of the invention; beliefs of particular individuals and beliefs characteristic of the Renaissance; and changes in methods of farming and changes in ways of living.

   Rationale: The ability to determine such relationships is a prerequisite for developing other skills such as formation of generalizations, statement of hypotheses, development of explanations and evaluation of evidence. It is necessary in any study of social phenomena that involves mental processes above the level of recall of information.

4. Given a detailed set of facts, the student states valid generalizations **that** he had not been given previously, and, when asked, provides the sources and limitations of the generalizations. Examples of facts and acceptable generalizations based on them that students might state are as follows:

KINDS OF FACTS GIVEN	EXAMPLES OF GENERALIZATIONS
Information on uses early man made of his inventions.	Many of early man's inventions gave him more control over his environment.
Patterns of family living in various cultures	All of the people we have studied have some rather **definite** sets of roles for different members of the family.

KIND OF FACTS GIVEN	EXAMPLES OF GENERALIZATIONS
Detailed information on the ways of life of various peoples and many samples of their art	You can tell a lot about how people think and how they live by their art work.
Information on a number of major social changes and on factors associated with them	Some of the things that help to bring about change are new ideas, inventions and visits to other countries.

Rationale: Ability to form generalizations is one of the skills that is emphasized in this curriculum and is important in relation to other thinking skills such as the formation of hypotheses. Making generalizations is also an important aspect of the development of attitudes.

5. Having had the opportunity to develop or acquire a generalization, and given a situation, problem, or question to which the generalization applies, the student makes a statement or takes other action that, in the judgment of the teacher, represents defensible use of the generalization in analyzing or coping with the situation, in solving the problem, or in answering the question. For example, given exposure to the generalization that people tend to adopt tools and implements that give them more effective control over their environment and the fact that a steel plow was shown to some primitive people who used only wooden farming tools, the student will make a statement such as, "They probably will want to learn how to use the plow and make new ones--that is, if they have enough opportunities to see that it really works better." Another example: given the generalization that one of the beliefs characteristic of the Renaissance was that man should seek the fullest enjoyment of life, and the question of what aspects of Medieval life would tend to prevent realization of such an ideal, the student will make a statement such as, "The fact that the lower classes often lived in poverty and had so little freedom from control by the nobles would make it difficult for much of that kind of thing to happen."

Rationale: Generalizations are of little use unless the student is able to apply them in his reasoning processes. Application of generalizations is also related to other thinking skills taught in this curriculum, such as the abilities to make predictions, state hypotheses, test hypotheses, and make explanations.

6. Given an assertion or some information expressed in very general terms and an assigned task of ascertaining the essential features, characteristics, or issues involved, the student states questions, the answers to which, in the judgment of the teacher, get at essential matters directly and provide a sound basis for analysis of the assertion or information. For example, if told that the monasteries were centers for learning, the student will ask such questions as: "Do you mean that they discovered new learning or merely recorded and preserved it?" "Did they serve as centers for all kinds of learning or only certain kinds?" "Was the knowledge they recorded accurate, or was it distorted by their point of view?"

Rationale: Skill in asking penetrating, pertinent questions is of great value in the study of social phenomena because through application of this skill the student quickly obtains the information

needed, and only that needed, for study of the phenomena. It also is an important component of other thinking skills, such as abilities to define the problem of inquiry, to make predictions, and to test hypotheses.

7. Given a set of events (one of which is identified as the event to be explained) occurring in a social setting, the student gives a plausible and logically sound explanation of the chains of cause-and-effect relationships that resulted in the occurrence of the event. Examples of some things to be explained and some explanations by students that would be acceptable are as follows:

THINGS TO BE EXPLAINED	EXAMPLES OF EXPLANATIONS
When the printing press was invented, some scholars objected to its use even though it had been shown to work successfully	Some of the scholars of the time believed that knowledge should be entrusted only to well educated people. They saw that the printing press would eventually make books available to anyone and they did not think that would be wise. Besides, people often fear change, especially when it is not clear what it will lead to.
How the development of farming affected the lives of people	It made it possible for them to stay in one place longer since they did not have to follow herds or move from place to place to get food. Being able to stay in one place for a long time made it worthwhile to make homes that were sturdier and more permanent, so it affected both where they lived and the kinds of homes they lived in. It also changed the kinds of work that had to be done.
Much can be learned about the values and beliefs of people by observing what they spend money for	If a person buys an item, like a phonograph record, something <u>caused</u> him to buy it. Usually it is because he likes or wants what he buys--that is, it has value for him. He may sometimes buy things for other reasons, though, so if we want to be more certain about his values, we have to note what he buys on a number of occasions. Beliefs are important, too. For example, a person is not likely to spend money on astrology unless he believes in it. A man won't spend money on exercise

THINGS TO BE EXPLAINED	EXAMPLES OF EXPLANATIONS
	equipment unless he believes exercise will be good for his health or body development.

Rationale: Ability to explain cause-and-effect relationships is one of the sub-categories of the general objective of thinking skills. This ability also has important uses in making predictions and forming hypotheses. It is assumed that the student has previously acquired the generalizations needed in making the explanation and that he has not previously studied the explanation he gives.

8. Given relevant facts about a society or a personal situation, the student states logically sound but informally worded hypotheses (that he had not previously given) about that society or situation today, in the past or in the future. Ability to state hypotheses includes, but is not limited to, ability to predict future events on the basis of present conditions. Examples of given facts and hypotheses that students might state are:

KIND OF FACTS GIVEN	EXAMPLE OF HYPOTHESES
Ancient Greece lacked fertile soil to support her people, but had good harbors and shipbuilding skills	They probably did a lot of trading of things they could make with people who could grow a lot of food.
Suppose a law is passed which prevents farmers from using a certain powerful insecticide that has been found to be injurious to wild life	Some farmers would lose money until a safe insecticide could be developed.
The Huns invaded the Roman Empire	The Huns and the Romans probably learned things from each other that affected ways of living of both peoples.
The location of trade routes in western Europe after the fall of Rome and the kinds of materials traded	Some new towns probably started up where the trade routes intersected.
Suppose the maximum age for driving an automobile was set by law at 65 years of age	It would make some of the older people angry because they believe they are safer drivers than many of the younger people. It would also hurt certain businesses like gas stations and car dealers.

Rationale: Ability to form hypotheses is part of the general objective of thinking skills and, of course is essential for anyone who hopes to deal constructively with problems in social studies. One of the most important functions of hypotheses is to provide "focus" for thought processes. That is, they make it possible to narrow down the range of concerns so as to increase the likelihood of successfully coping with the problem being considered. One's thinking is likely to be unproductive if the problem is conceived too broadly or

if an attempt is made to analyze too many kinds of facts in too many ways all at the same time.

9. Given a discussion setting or other situation in which students can express their ideas without censure or ridicule, the student makes statements that describe what the teacher judges to be the probable feelings or other thoughts of people studied in the various units of the Seventh Grade program. Statements indicative of the desired attitude are:

"It doesn't matter if a superstition is true or not; if he believes it, it could make him very much afraid."

"The peasants must have had a deep feeling of hopelessness because they lived in such misery and saw no way out."

"The farmer must have felt terrible when he lost his crop and saw that he would not have enough to feed his family."

"I can see how the Greeks felt very proud of their architecture and sculpture."

"People who seem to us to be wrong believe what they believe as much as we believe in what we think is right."

"Some of the people must have felt great uncertainties when they encountered things that undermined their religious beliefs."

Rationale: These kinds of behaviors represent an attitude of empathy. Such an attitude is important because it is a part of the decentering process. That is, it is a step in the direction of overcoming the self-centeredness, which, according to Piaget and others, characterizes much of the behavior of the young child. Unless the child has empathy for the thoughts and feelings of others, he will have difficulty understanding and applying generalizations pertaining to cooperation and to resolution of conflicts among individuals and groups.

10. Given detailed information on activities and patterns of living in any of the societies studied in the Seventh Grade program, the student makes what the teacher judges to be accurate descriptions (that he has not been previously given) of the probable aspirations of individuals or groups in the society. An example of such a description that a student might give is: "One of the greatest hopes of the peasants must have been to escape from the poverty and hardship of their lives."

Rationale: Understanding the aspirations of people in a society is fundamental to understanding the nature of the society and to an analysis of its problems. It also represents another instance of ability to perceive the thoughts and feelings of others as required in the process of decentering. It is, further, an important kind of hypothesizing.

11. Given a situation in which he is encouraged to express his own thoughts, the student responds to statements of other students and the teacher in ways that the teacher judges to be fair toward the people involved and that show recognition and acceptance of merits of different ways of life and points of view. He challenges derogatory or belittling statements about people of different cultures or about people who exhibit unusual behavior. Examples of desired

statements are:

"Ancient man figured out some things that were extremely difficult in their time."

"You can't really blame people for having beliefs or values that seem wrong because beliefs and values depend so much on the influences in the environment in which people grow up."

"Let's talk to Fred first. He might have had a reason for what he did."

"The fact that their way of life seems peculiar doesn't mean that ours is better."

Examples of statements the students will challenge are:

"They were so ignorant to believe in things like that."

"They surely were uncivilized, according to our standards."

"What else can you expect of Fred. He is just a mean kid from a very peculiar family."

Rationale: The outcome sought here is sensitivity to, and acceptance of, cultural and personal differences that can perhaps be best conceptualized as the opposite of ethnocentrism. It is one of the major attitudinal goals of this curriculum.

12. Given a situation that encourages free expression, the student makes statements that describe his own values. Some illustrative statements follow:

"I believe in property rights. I like to share my things with people, but I think they should ask me first."

"The idea of the greatest good for the greatest number makes a lot of sense to me."

"Rigid distinctions of class or caste seem wrong to me because it implies that some people are better than others."

"I think minority groups have a right to fight for their rights even when they are outvoted."

Rationale: Ability to conceptualize one's own values is essential in order to identify inconsistencies in one's value system or to analyze relationships of one's own values to those of other people.

13. Given information on the values of people in two or more cultures other than his own, the student describes differences and similarities in the values within and among the cultures and their relationships to his own values. For example, a student might say, "For me I like to be as free as possible from routines and set ways of doing things, but I can see how people in some cultures or sub-cultures get a lot of security out of routines and orderly ways of doing things. It is very important to some people and of little or no importance to others."

Rationale: Ability to relate one's own values to those of others is crucially important in any inquiry directed at clarification or resolution of value conflicts. This objective is an important corollary of objective 2 above on making comparisons.

14. When discussing various countries of the world, the student makes assertions about or asks questions pertaining to people and how they live more often than about impersonal matters like the size, physical

features, population, exports or location of the countries.

Rationale: This objective reflects the fact that this curriculum is strongly "people oriented." Physical features and other material characteristics of countries are treated but are considered important only to the extent that they affect the lives of people.

15. Given discussion situations in which there is apparently rather general agreement on a particular line of reasoning, the student will occasionally make comments that represent significant departures from the trend and that are judged by the teacher to have some likelihood of leading to useful relationships or conclusions. For example: "We have been talking a lot about changes that took place during the Renaissance, but maybe it would also be worthwhile to look for things that remained rather stable during that time."

Rationale: The thinking skills stressed throughout the curriculum have a large component of autonomous thinking. Correctness of reasoning from given premises and conditions is necessary but usually not sufficient; independence and originality of thought are considered indispensable in the study of social problems.

16. Given a context in which generalizations or explanations have been stated, the student occasionally suggests that additional evidence or a different line of reasoning might lead to changes in one or more of the generalizations or explanations and/or gives evidence that he recognizes the tentativeness of generalizations. Words indicative of tentativeness such as "often," "could be," "maybe," "sometimes," etc., are used in suggesting or applying generalizations and in making explanations.

Rationale: Tentativeness and flexibility are important characteristics of scientific reasoning in social studies or any other field of inquiry. Students should be helped to remain open to consideration of new data and fresh approaches.

17. The student indicates comprehension of the meaning of the Organizing Ideas and concepts therein for Units I through V by such behaviors as giving illustrations, explaining meanings, and other actions involving uses. In making the explanations and descriptions, the student correctly uses factual information about prehistoric man, ancient Greeks and Romans, and peoples of western Europe after the fall of Rome. In addition, the student indicates comprehension of other ideas not encompassed in the Organizing Ideas but related to the key concepts listed in the introductory material. For example, one key concept is interdependence, and illustrative student statements that indicate comprehension of the concept are:

"The nobles seem to have felt superior to the serfs, but without them they could not have been nobles."

"As trade developed, people became more dependent on each other because many of their needs were met by things produced by other people."

"Scholars are greatly interdependent; they make use of, but build upon, ideas of others."

Another key concept is power. Statements by students suggesting comprehension of it are as follows:

"The nobles had a tremendous amount of control

over the serfs. That's power."

"Both the Church and the State greatly influenced the lives of people at the time of the Renaissance. That added up to a lot of power."

"As trade developed, money became a source of influence and power."

Rationale: One of the general objectives of this curriculum is acquisition of a broad base of knowledge of social studies content. The generalizations around which the units are built are considered to represent powerful ideas having general acceptance in the various disciplines dealing with social studies. This knowledge is considered important so that students can understand the world and themselves more adequately. It is used in this curriculum in developing thinking skills and attitudes referred to in other objectives.

18. Given a picture, filmstrip, or motion picture on the people and environments studied in the Seventh Grade program, the student makes correct statements representing all of the detailed and important information that can be obtained from it that pertains to the society or societies currently being studied.

    Rationale: This ability to obtain information from representational materials is a very useful skill for learning about man's activities and environment. It also represents a step toward development of more generalized observational skills including direct observation of objects in the environment and activities of members of a society.

19. Given a globe and maps of the regions inhabited by the various peoples studied in the Seventh Grade program, together with instructions to locate places where the people live and to determine directions and appropriate distances from one point to another, the student performs the tasks as instructed, with errors rarely occurring. In addition, the student is able to obtain information about the topography of a region from contour maps and to use the information for such purposes as determining possible early trade routes. The student is also able to make use of special maps such as political maps, population density maps, and land use maps.

    Rationale: This is one of the abilities included in the chief contributory objective - that of Skills. Because social studies content deals with features and comparisons of societies in many parts of the world, it is useful for students to be able to make effective use of maps and globes.

THE YEAR'S PROGRAM

UNIT I - MAIN IDEA: MAN'S WAYS OF LIVING AFFECT, AND ARE AFFECTED BY, THE PHYSICAL AND SOCIAL ENVIRONMENT IN WHICH HE LIVES.

Organizing Idea: Certain inventions of early man revolutionized his way of life.

UNIT II - MAIN IDEA: THE ACTIONS OF A PEOPLE ARE INFLUENCED BY THE VALUES THEY HOLD.

Organizing Idea: The daily activities of the ancient Greeks reflected their values.

UNIT III - MAIN IDEA: IDEAS AND SOCIETIES CHANGE AS THEY COME IN CONTACT WITH THE IDEAS AND ACHIEVEMENTS OF OTHER SOCIETIES.

Organizing Idea: Roman Life and ideals changed as the Roman Empire expanded.

UNIT IV - MAIN IDEA: HOW QUICKLY ANY CHANGE COMES ABOUT DEPENDS NOT ONLY ON THE NATURE OF THE CHANGE ITSELF, BUT ALSO ON THE PRESSURES FOR AND AGAINST THAT CHANGE.

Organizing Idea: The changes that occurred in western Europe after the fall of Rome came about as a result of many interacting factors.

UNIT V - MAIN IDEA: THE BELIEFS, ACTIVITIES, AND VALUES OF PEOPLE ARE INFLUENCED BY THE TIMES IN WHICH THEY LIVE.

Organizing Idea: The actions, ideas, and values of the great artists, scientists, and religious figures of the Renaissance were shaped by the spirit of the times.

RATIONALE FOR SELECTION OF CONTENT SAMPLES

A number of factors must be considered in selecting content samples for study. In addition to the Key Concepts and Main Ideas, the curriculum writer must consider the approximate developmental level of the student, what experiences the student can be presumed to have had, the general social climate, and the availability of materials that lend themselves to inductive processes rather than presenting predetermined conclusions. The values which are inherent in the objectives of the curriculum also influence selection of content samples.

An important emphasis in this curriculum is on change. The first unit in the seventh grade therefore considers the significance of certain inventions and discoveries of early man and the contributions that various ancient civilizations made to the history of the world.

The second unit concentrates on the ancient Greeks, focusing especially on their values, and to what extent many of the Greek's values are reflected in the United States today. Other units consider important values, changes and developments in ancient Rome, the Middle Ages, and the Renaissance. These content samples provide throughout an opportunity to relate events and individuals of the past to the experience of students today, to compare and contrast similar life aspects, to form and check hypotheses against actual occurrences, and to build and apply generalizations.

TEACHING STRATEGIES FOR COGNITIVE SKILLS

Recent studies have suggested that thinking is learned and is learned developmentally; it is a continuous development of an increasingly complex mental organization (including data processing skills) with which to view the world and to solve problems. Cognitive skills are seen as products of a dynamic interaction between the individual and the stimulation he receives rather than as a result of passive absorption of information.

The quantity and quality of the concepts and ideas an individual can use seem to depend on the quantity and quality of stimulation he has had, plus the amount of effort he has put into active thinking. In other words, the effectiveness with which an individual thinks depends largely on the kind of "thinking experiences" he has had. Unguided, these experiences may or may not result in productive models of thought. The task of instruction is to provide systematic training in thinking and to help students acquire cognitive skills that are necessary for thinking autonomously and productively.

It is reasonable to assume that all students could achieve higher levels of cognitive operation than is possible under current teaching methods, provided that: there is an adequate analysis of the learning processes involved in mastering certain important cognitive tasks; and that efforts are made to develop teaching strategies that take into consideration such factors as sequence,rotation of learning activities, and the active involvement of students.

The teaching and learning of cognitive skills are important aspects of the learning sequences in this curriculum. Each unit offers sequentially developed learning activities to aid students in the development of cognitive skills. These, in turn, require the use of certain teaching strategies. The teaching strategies described here are for three cognitive tasks that represent clusters of cognitive skills. It is important to note that each of these tasks is considered separately to simplify the task of the teacher and the curriculum developer in designing and implementing learning activities. The effective thinker, of course, uses these (and undoubtedly other) cognitive skills as interacting elements of an ongoing process.

DEVELOPING CONCEPTS

The elements involved in the cognitive task, Developing Concepts, are shown in Chart I. As illustrated by the chart, the teaching strategy consists of sequentially ordered questions to provide a focus for students' responses.

Concepts are formed as students respond to questions that require them: (1) to enumerate items; (2) to find a basis for grouping items that are similar in some respect; (3) to identify the common characteristics of items in a group; (4) to label the groups; and (5) to subsume items that they have enumerated under those labels. As part of this process they must differentiate the various items from one another and decide, on the basis of groupings, what the labels are to be.

In all cases it is important that the students perform the operations for themselves, see the relationships between items, recognize the basis on which to group items, and devise the categories. The teacher should not do any of these things for them.

It is also important for the students to discover that any item has many different characteristics and, therefore, can be grouped in many different ways. Each one of the multiple qualities can be used as a basis

for grouping. In the course of grouping items, the students' suggestions and questions reveal how sharply relationships are perceived. For example, a sixth grader's statement, "Foods could be placed under 'production' or under 'standard of living,' depending on how you think about it," reveals his awareness of multiple grouping. It raises the possibility of including the same item in several groups and under several labels. If food is considered in terms of raising and processing, it can be placed under the category of production. If considered in terms of abundance or variation in diet, food can be categorized under standard of living.

INFERRING AND GENERALIZING

The elements involved in the cognitive task, Inferring and Generalizing, are shown in Chart II.

This task involves three main steps:

1) Looking at data. This often involves looking at contrasting content samples with the same questions in mind. For example, What are the educational patterns in Brazil, Mexico, and Bolivia?

2) Explaining what is seen, such as giving reasons for the different literacy levels in two countries.

3) Arriving at generalizations by inferring what the common features and differences are (e.g.,in the case of the above example, regarding the educational patterns).

This task becomes increasingly complex as the scope of the discussion is increased. Thus, students must first explain and make inferences about data for each content sample, (e.g.,about the literacy level in Brazil), then generalize more broadly (e.g.,how literacy seems to relate to economic development), and finally, make new generalizations by comparing and contrasting the generalizations about each country. Only then can the students develop over-arching generalizations (generalizations of generalizations) regarding such issues as education in Latin America.

It is important that teachers help pupils recognize the tentativeness and probabilistic nature of all generalizations. This may be done by asking at appropriate points such questions as: "Can you tell that from the data we have?" or, "Can you think of a situation where this would not apply?"

APPLYING GENERALIZATIONS

The cognitive task, Applying Generalizations, consists of applying previously learned generalizations and facts to explain unfamiliar phenomena or to infer consequences from known conditions. The task encourages students to support their speculations with evidence and sound reasoning. The elements involved in the task are shown in Chart III.

Usually, a task of this type occurs at the end of a sequence or a sub-unit at a point when students have already developed the facts and the generalizations they need for application to the questions required by this task. For example, if third graders know the importance of the camel to the way of life of the desert nomad, they can infer what might happen if there were no market for the nomad's camels. Or, if sixth graders understand the implications of a one-commodity economy, they can predict what might happen if such a commodity became unmarketable.

In essence, the students need to use what they already know, but expressed in a conditional form (if so-and-so, then so-and-so) in order to predict the consequences that might occur and under what conditions. The elements of this task and the question strategy for implementing the task are described.

The first step is for students to make inferences and is usually in response to a question such as, "What would happen to the way of life in the desert if the government helped all the farmers of the oasis buy tractors, and they stopped using camels to pull their plows?"

The second step is that of explaining or supporting the inferences by determining the causal links between the condition (e.g.,loss of the market for camels) and the inference. For example, if a third-grade student makes the following inference: "If they can't sell their camels, they'll build towns," the teacher needs to help him make explicit the chain of causal links that leads from the loss of the camel market to the building of towns. The student, citing such facts as "most camels are sold for farm work," may reason that the nomads' inability to sell their camels to farmers will lead to seeking other ways to make a living; that in such an environment the alternatives require settling down (e.g.,"There's not much else he can do and still move around.") and consequently, growth of towns is likely.

The third step is that of identifying conditions that would be necessary to make the inference plausible: establishing whether the market is the only condition required to make herding camels profitable; whether a market is always necessary to a herding economy; and whether what happens when the price of food for cattle rises will also happen to other herds (such as camels). The student must determine the limits of the prediction and what the sufficient causes for the occurrence of the prediction are.

The fourth step is primarily an extension of the preceding steps, the difference being that the entire process builds upon one of the preceding inferences, for example: "If people settle down, they will want schools, policemen, and hospitals." Eventually the students may get to statements such as,"They'll have to change their laws."

This process of inferring consequences through applying known facts and generalizations invites a greater degree of divergence than does either of the previously described cognitive tasks. This task, therefore, offers greater opportunities for creative use of knowledge. There is the possibility of generating a variety of cause-effect chains.

Unless the teacher is aware of the multiple possibilities, it is easy for him to limit the discussion to the most obvious suggestions. The danger of blocking out creative possibilities often arises when the line taken by students directs the discussion into areas of content unfamiliar to the teacher. This would suppress any incipient creative ideas. On the other hand, the divergence can be carried to the point of sheer fantasy completely unconstrained by facts and realities - which, in other words, amounts to imaginative storytelling. It is therefore equally important for teachers to see to it that the students are challenged to produce factual and logical support for their inferences in order to discriminate between tenable and untenable hypotheses.

It is also important for the teacher to be alert to the potential of certain examples, such as the third grader's prediction that if the nomads stopped moving they might have different laws.

CHART I

DEVELOPING CONCEPTS

Listing, Grouping, and Labeling

This task requires students to group a number of items on some kind of basis. The teaching strategy consists of asking students the following questions, usually in this order.

Teacher Asks:	Student:	Teacher Follow Through:
What do you see, (notice, find) here?	Gives items	Makes sure items are accessible to each student. For example: Chalkboard Transparency Individual list Pictures Item card
Do any of these items seem to belong together?	Finds some similarity as a basis for grouping items	Communicates grouping. For example: Underlines in colored chalk Marks with symbols Arranges pictures or cards
Why would you group them together?[1]	Identifies and verbalizes the common characteristics of items in a group	Seeks clarification of responses when necessary
What would you call these groups you have formed?	Verbalizes a label (perhaps more than one word) that appropriately encompasses all items	Records
Could some of these belong in more than one group?	States different relationships	Records
Can we put these same items in different groups?[2]	States additional different relationships	Communicates grouping

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1) Sometimes you ask the same child "why" when he offers the grouping, and other times you may wish to get many groups before considering "why" things are grouped together.

2) Although this step is important because it encourages flexibility, it will not be appropriate on all occasions.

CHART II

INFERRING AND GENERALIZING

This cognitive task requires the students to interpret, infer, and generalize about data. The teaching strategy consists of asking the students the following questions, usually in this order.

Teacher asks:	Student:	Teacher Follow Through:
What did you notice? See? Find? What differences did you notice (with reference to a particular question)?	Gives items	Makes sure items are accessible, for example: Chalkboard Transparency Individual list Pictures Item card Chooses the items to pursue
Why do you think this happened? or How do you account for these differences?	Gives explanation which may be based on factual information and/or inferences	Accepts explanation. Seeks clarification if necessary
What does this tell you about ...?	Gives generalization	Encourages variety of generalizations and seeks clarification where necessary

This pattern of inviting reasons to account for observed phenomena and generalizing beyond the data is repeated and expanded to include more and more aspects of the data and to reach more abstract generalizations.

CHART III

APPLYING GENERALIZATIONS

This cognitive task consists of applying previously learned generalizations and facts to explain unfamiliar phenomena or to infer consequences from known conditions. It encourages students to support their speculations with evidence and sound reasoning. The teaching strategy consists of asking the following questions, usually in this order.

Teacher Asks:	Student:	Teacher Follow Through:
(Focusing question). Suppose that a particular event occurred; given certain conditions, what would happen?	Makes inferences	Encourages additional inferences Selects inference(s) to develop
What makes you think that would happen?	States explanation; identifies relationships	Accepts explanation and seeks clarification if necessary
What would be needed for that to happen?	Identifies facts necessary to a particular inference	Decides whether these facts are sufficient and could be assumed to be present in the given situation
(Encouraging divergency). Can someone give a different idea about what would happen?	States new inferences that differ in some respects from preceding ones	Encourages alternative inferences, requests explanations and necessary conditions. Seeks clarification where necessary
If, as one of you predicted, such and such happened, what do you think would happen after that?	Makes inferences related to the given inference	Encourages additional inferences and selects those to pursue further

This pattern of inviting inferences, requiring explanations, identifying necessary conditions, and encouraging divergent views is continued until the teacher decides to terminate the activity.

TEACHING STRATEGIES - ATTITUDES, FEELINGS, AND VALUES

One of the major emphases of this curriculum is in the area of feelings, attitudes, and values. It is recognized that these terms have a variety of meanings and implications and, further, that comparatively little is known about the outcomes of in-school procedures in this area. Nevertheless, a considerable body of theory and some research suggests that it should be possible to devise teaching strategies to facilitate attainment of objectives in this domain. The strategies presented below are designed to provide students with practice in: 1) exploring feelings - their own and others' 2) considering various approaches to solving disputes among persons and groups and 3) analyzing the values held by people including themselves. A specific description of some of the objectives implicit in the curriculum may be found under Objectives.

It will be noted that there is considerable overlap among these strategies and the cognitive strategies - which is as it should be. One would hope that cognitive skills would be applied to affective concerns and that emotions would enter into cognitive performance.

In addition to the three strategies presented below, one will note the prevalence in the units of an additional question of the form "What do you think this person had in mind when he did...?" or "Why do you suppose they...?" These questions are designed to focus attention on the variety of human behaviors and their antecedents.

Exploring Feelings

In this strategy (described in Chart IV) students are encouraged to: make inferences as to how other people feel, and why; recognize the variety of possible emotional reactions to a given circumstance; relate what happens to other persons (or groups) to emotional experiences they themselves have had; explore reasons for their own emotional reactions; compare their feelings with those of others; and, if appropriate, generalize to feelings of people in general.

It is anticipated that children will experience emotional reactions as they recall events in their own lives and see their parallels with experiences of others. It is therefore important that the teacher provide support where necessary, establish a sufficiently relaxed atmosphere for pupils to feel comfortable in such discussions and be alert to the possibility of overly anxious reactions on the part of individual students.

Interpersonal Problem Solving

In this strategy (described in Chart V) students are presented with a problem situation involving conflict among persons or groups (e.g., playground disputes, disagreement over traditions) and are required to: propose and defend solutions; relate the events to similar experiences they have had; evaluate the way of handling the recalled problem; and consider possible alternatives they could have followed.

It is particularly important that students become seriously involved in the issues raised - rather than simply giving what they consider to be acceptable or "good" answers. The latter is particularly likely when they are asked to evaluate their own (recalled) behavior. For this reason it is crucial that the teacher refrain from showing judgmental reactions and, on the contrary, accept the unusual or anti-social response at face value and encourage the student(s) to consider its consequences.

One danger with this strategy is that students may tend to engage in excessive judging of their own (or others') actions without progressing to the crucial steps of: 1) exploring the criteria and values implicit

CHART IV

EXPLORING FEELINGS

Students are presented with a situation involving emotional reactions on the part of one or more persons. The teaching strategy consists of asking the following questions, usually in this order.[1]

	Teacher	Student	Teacher Follow Through
	What happened?	Re-states facts	Sees that all facts are given and agreed upon. If students make inferences, ask that they be postponed
2)	How do you think ... felt?	Makes inference as to feelings	Accepts inference
	Why do you think he would feel that way?	Explains	Seeks clarification, if necessary
	Who has a different idea about how he felt?	Makes alternative inferences and explanations	Seeks variety, if necessary. Asks for reasons, if necessary
	How did ... (other persons in the situation) feel?	States inferences about the feelings of additional persons	Seeks clarification, if necessary. Encourages students to consider how other people in the situation felt
	Have you ever had something like this happen to you?[3]	Describes similar event in his own life	Insure description of event
2)	How did you feel?	Describes his feelings. May re-experience emotions	Seeks clarification, if necessary. Provides support, if necessary
	Why do you think you felt that way?	Offers explanation. Attempts to relate his feelings to events he has recalled	Asks additional questions, if necessary, to get beyond stereotyped or superficial explanation

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1) Sometimes only certain of the questions are asked. The teacher should omit questions if students have answered them spontaneously.

2) These questions are repeated in sequence several times in order to obtain a variety of inferences and later personal experiences.

3) If students have difficulty responding, you may wish to ask: "If this should happen to you, how do you think you would feel?" or "Has something like this happened to someone you know?" Another useful device is for the teacher to describe such an event in his own life.

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CHART V

INTERPERSONAL PROBLEM SOLVING

Students are presented with a problem situation involving interpersonal conflict.

Teacher	Student	Teacher Follow Through
What happened? or what did ... do?	Describes events	Sees that all events are given. Tries to get agreement or, if not possible, a statement of differences in perception of what occurred
What do you think ... (a protagonist) should do? Why?	Gives response	Accepts response, seeks clarification where necessary
1) How do you think ... (others) would react if he did that? Why?	Makes inference and explains	Accepts. Seeks clarification, if necessary
Has something like that ever happened to you?[2]	Relates similar event in his own life	Provides support, if necessary
What did you do?	Relates recalled behavior	Seeks clarification, if necessary
1) As you think back now, do you think that was a good or bad thing to do?	Judges past actions	Encourages student to judge his own past actions. The teacher may need to prevent others from entering the discussion at this point
Why do you think so?	States reasons	Accepts reasons. If necessary, ask additional questions to make clear the criteria or values which the student is using in judging his actions
Is there anything you could have done differently?	Offers alternative behavior	Accepts. Asks additional questions to point up inconsistencies where they occur e.g., "How does that agree with reasons you gave earlier?"

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1) These questions are repeated in sequence several times in order to obtain a variety of responses.

2) If students have difficulty responding, you may wish to ask: "If this should happen to you, how do you think you would feel?" or "Has something like this happened to someone you know?" Another useful device is for the teacher to describe such an event in his own life.

CHART VI

ANALYSIS OF VALUES

Students are asked to recall certain behaviors and are asked to make inferences as to what values are involved, and how they differ from the values of others involved in analogous situations.[1]

	Teacher	Student	Teacher Follow Through
	What did they do ... (e.g., to take care of their tools)?	Describes behavior	Sees that description is complete and accurate
2)	What do you think were their reasons for doing/ saying what they did?	States inferences	Accepts, seeks clarification, if necessary
	What do these reasons tell you about what is important to them?	States inferences regarding values	Re-states or asks additional questions to insure focus on values
3)	If you .. (teacher specifies similar situations directly related to student, e.g., if you accidentally tore a page in someone else's book) what would you do? Why?	States behavior and gives explanation	Accepts, may seek clarification
	What does this show about what <u>you</u> think is important?	States inferences about his own values	Accepts, seeks clarification, if necessary
	What differences do you see in what all these people think is important?	Makes comparisons	Insures that all values identified are compared

1) Sometimes all questions are not asked. However, the question exploring the students' own values should <u>not</u> be omitted.
2) This sequence is repeated for each group or person whose values are to be analyzed. Each group is specified by the teacher and has been previously studied.
3) This sequence is repeated in order to get reactions from several students.

in their judgment and 2) considering alternatives. This tendency can be counteracted by preventing students from judging the actions of others and by moving the discussion to succeeding questions.

Analysis of Values

In this strategy (described in Chart VI) students are asked first to recall information about specified behavior on the part of an individual or group. They are then asked to explain why such behavior occurs as it does. The content and question are specific to types of behavior which clearly indicate values (e.g., "Why do you suppose they live near relatives?"). The next step requires students to infer what values are implicit in the behavior. This process is repeated for additional groups or individuals. The next step requires individual students to hypothesize about their own behavior and values The last step requires comparisons among the various values which have been discussed. Thus students are encouraged to become aware of the variety of values people have and how they relate to their own values.

DEFINITIONS OF TERMS USED

APPLYING GENERALIZATIONS

In this curriculum *applying generalizations* is used to refer to the cognitive task that consists of applying previously learned generalizations and facts to explain unfamiliar phenomena or to infer consequences from known conditions and which encourages students to support their speculations with evidence and sound reasoning.

This term is used to refer to what was previously called cognitive task three.

AUTONOMOUS LEARNING

In this curriculum *autonomous learning* is defined as the learning act in which the child discovers relatively independently the relationships that exist and accounts for such relationships by building explanations. Autonomous learning implies also that the child becomes an insider in the learning process; that he clearly understands the purpose of the tasks he is performing.

CATEGORY

In this curriculum the term *category* is defined as a group and its definition.

CONCEPT

Since there is some difference of opinion in the literature about the meaning of the word *concept* and because it is used in two different ways in the Taba Curriculum there is a need for a statement of the overall meaning given the word in this curriculum and of the distinction between the two uses made of it.

Concept Words and Concepts. A concept word or phrase may be defined as a symbolic representation or label for the end product of a process which results in a common response to a set of multiple stimuli. The word *sword* is such a label when it is appropriately used by the person who has learned through experience with different kinds of swords and sword-like objects to abstract the characteristics swords share, while at the same time distinguishing them from daggers and knives. When faced with a new kind of sword he has never seen before, he will be able to apply this experience and the associated abstraction of common characteristics to successfully identify the new object.

The attainment of a concept does not depend upon the use of its word label although the use of concept words and the associated feedback a child often has from such use can facilitate the development of a concept.

Levels of Concepts. The elements in a person's experience which enable him to develop a concept may be described as: 1) concrete because they are directly amenable to sensory experience, as is the case with colors and shapes, or 2) they may be more abstract, as for example, "school" or "family," or 3) they may be highly abstract, as in the case of those elements of experience that define instances of patriotism and freedom.

The factors or elements in experience that are used to build concepts may either be quite direct perceptual experiences such as touch and smell or they may be indirect, as when they are experienced through words and symbols.

Concepts may also differ in the way experiences are combined, either to form or to refine and develop them. Such experiences may be primarily cumulative as, for example,in the case of the development of the concept of a particular color, such as beige, or they may be combined in a primarily relational way as in the case of concepts such as time or size. In the Taba Curriculum there are occasions when teachers may need to extend and refine the concepts students already have by providing them with additional relevant experiences. Such a process may be described as being primarily cumulative. In the second grade, for example, the concept of supermarket might need to be developed cumulatively for it to encompass the meaning necessary for the development of some of the important ideas for this grade. There are also many occasions when relational factors will be stressed in furthering children's understanding of such concepts as democracy, values and living standards. To understand their meaning for a particular occasion,a child needs to know about the setting in which they are used. For just as one needs details of the referents to such components as *slow* and *deep* before they can be understood, so would the concept of *democracy* remain fuzzy and imprecise without a clear description of the time and place in which it is set. In order to understand the particular meaning given them on a particular occasion, students need to learn to have their referents clear and to look for the referents for this kind of concept when they meet them in their reading.

Since many of the important concepts in social studies are relational,it is often difficult to specify their defining attributes precisely and unambiguously. Care must therefore be taken to ensure that students recognize their relativity and hence their complex nature.[1]

In this curriculum concepts which evolve in the so-called *concept development* exercises where students list,group,and label are in general much less complex than the *key concepts* (for example, interdependence, conflict, and difference) which are high level abstractions to be emphasized, refined, and developed, as the curriculum itself is developed over the eight grades.

Concept Formation and Evaluation. While a person's grasp of a concept may be estimated from non-verbal behavior,it is customary for measures of a school child's understanding of a particular concept to be based on whether he used the concept word appropriately in his speech and writing, as well on his ability to apply what has been learned in new situations, and on his ability to identify the defining attributes of a particular concept. It is also important for teachers to realize that different word labels may be appropriately used to identify a particular concept; they may of course differ as to level of abstractness. This particular point will arise most frequently in the *concept development* exercises of the Taba Curriculum.

Distinctions [2] have sometimes been made in discussions on concept formation between the function of

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1. "Concept Learning and Concept Teaching," Robert Glaser in Robert M. Gagne and William J. Gephart, *Learning Research and School Subjects*, Eighth Annual Phi Delta Kappa Symposium on Educational Research, Itasca, Illinois, F.E. Peacock Publishers,Inc., 1968, pp. 1-32.

2. J. Bruner, et. al., in *A Study of Thinking*, New York: John Wiley & Sons, 1956, discusses an elaborate form of concept attainment in Chapter 3. R.M. Gagne, in *The Conditions of Learning*, New York: Holt, Rinehart and Winston, 1965,discusses a simpler form of concept attainment,pp. 129-134.

concept development and of concept attainment. In attempting to develop concepts related to a particular topic a teacher may ask a child to suggest a label for the characteristics that are shared by a variety of instances or items. Such a procedure is essentially that which is followed by teachers in the listing, grouping, and labeling exercises in the Taba Curriculum. Any one of a number of different labels might be considered acceptable. For example, materials, building things, construction materials, might all be appropriate labels for a particular group of items. On the other hand, there may be specific concepts and concept labels which a teacher may want children to attain as one aspect of prerequisites to the development of important ideas in social studies. In the Taba Curriculum such concepts as herder, hunter and farmer probably need to be well understood by third graders if they are to develop some of the important ideas about the people in their social studies program. The third grade teacher would therefore need to take steps to see that these and possibly some other concepts have been attained by students before they get too deeply into the relevant section of their program.

CONTENT SAMPLE

In this curriculum the term *content sample* is defined as selected data used to help students attain all of the objectives of the curriculum. Students are expected to use this data, although they are not always expected to acquire all of it.

CONTRIBUTING IDEA

In this curriculum the term *contributing idea* is defined as an idea which is relevant to the formation of the organizing idea and the main idea. It is frequently, but not necessarily, less abstract than the organizing or the main idea.

DECENTERING

Decentering represents growth away from self-centeredness and ethnocentrism. The self-centered person tends to be unable to take another's point of view and may not even be aware that his own ideas reflect a particular point of view. What others would perceive as "his" point of view would seem to him simply "the way things are."[1] He tends to project his own information on his listeners, assuming that the listeners know the information as he does. He is unaware or unconcerned about the effects of his behavior on others. His thinking is dominated more by specific, concrete perceptions than by characterizations of people as individuals. The ethnocentric person is inclined to stereotype groups of people different from his own and to attach derogatory labels to the stereotypes. He tends to set up the norms of his own culture as proper guides for the behavior of mankind everywhere.

A "decentered" person readily perceives another's point of view and takes it into account in his reasoning process. He is able to readily refocus or shift perspective to different frames of reference

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1. Roger Brown, *Social Psychology*, New York: The Free Press, 1965, p. 220.

or points of view. He expresses sympathy for others and tries to understand their problems. He is willing to share; he seeks to help those with whom he interacts directly and also people at a distance from himself. He is aware of, and concerned about, the feelings of others. He recognizes and accepts the merits and disadvantages of different ways of life.

DEVELOPING CONCEPTS

In this curriculum the term *developing concepts* is used to refer to the task which requires that students have the opportunity to group a number of items and label the groups formed. The teachers should not give them a term orlabel for a group, because the importance of the task lies in the students seeing a relationship between items and recognizing that the same items can be grouped in many ways.

It is through this process of listing, grouping, and labeling that concept development is facilitated and a basis laid for other thinking skills.

The term is used to refer to what was previously called cognitive task one.

GENERALIZATION

Much of what has been said about the nature of concepts and concept formation applies equally well to *generalizations*. The principal distinction between them, we would argue, is essentially grammatical. The term *concept* is usually applied to a single word label standing for abstracted characteristics that a number of instances have in common, whereas generalizations are often defined as statements with wide applicability which are in the form of sentences describing a relationship among the abstracted common qualities in a number of instances. The main ideas in this curriculum are generalizations in this sense since they are statements about human behavior which are selected because of their wide applicability in that area of inquiry.

HYPOTHESIS

In this curriculum the term *hypothesis* is defined as a statement formulated on the basis of relatively little data, applying to relatively specific instances, and, where possible, validated at a later time.

INFERRING AND GENERALIZING

In this curriculum the term *inferring and generalizing* is used to refer to the task which requires students to interpret, infer, and generalize about data. Through carefully organized question sequences, students are asked to compare and contrast data which they have previously collected, formulate inferences on the basis of these data, and state a generalization which they feel is warranted.

This term is used to refer to what was previously called cognitive task two.

INSTITUTION

In this curriculum the term *institution* is defined as a distinctive complex of social actions which is broader than an organization.

KEY CONCEPTS

In this curriculum *key concepts* are defined as words which represent highly abstract generalizations. These powerful abstractions are selected for their capacity to organize and synthesize large numbers of specific facts and ideas. Because of their power, such concepts can be developed in an increasingly more complex and abstract manner throughout the social studies. They suggest not only main ideas which can serve as a focus around which units can be developed, but they also suggest key questions to ask about such ideas.

KNOWLEDGE

In this curriculum *knowledge* is defined as consisting of: 1) key concepts in this curriculum; 2) main ideas; 3) specific facts. It is a body of important information which is selected from the social sciences and which students are expected to learn, understand, and use.

LEARNING ACTIVITIES

In this curriculum the term *learning activities* is defined as those activities in which students participate which are designed to promote attainment of objectives. In earlier literature these were referred to as *learning experiences*.

MAIN IDEAS

In this curriculum the term *main ideas* is defined as generalizations, usually though not necessarily less abstract than the key concepts. They offer insights into the relationships which appear to exist in the world and which have a great deal of empirical evidence to support them.

ORGANIZING IDEA

In this curriculum the term *organizing idea* is defined as an idea which is an example of the relationship stated in the main idea and around which the content sample and the teaching-learning activities are organized. It is stated in terms students might be expected to use and understand.

QUESTION SEQUENCE

In this curriculum the term *question sequence* is defined as a carefully designed and ordered series of teacher questions which assist students by focusing on each step in performing a cognitive task.

STUDY QUESTIONS

In this curriculum the term *study questions* refers to those questions which have been designed to help students structure the gathering of information in an independent research assignment.

TEACHER'S GUIDE

In this curriculum the term *teacher's guide* is defined as the total book giving a year's teaching-learning program.

TEACHING STRATEGIES

In this curriculum the term *teaching strategies* is defined as a carefully designed and specified sequence of teacher behaviors. Such sequences are intended to be widely applicable and largely independent of particular characteristics of the content samples, students, and other conditions. It is recognized, however, that according to the feedback, strategies will have to be adapted to particular circumstances.

UNIT

In this curriculum the term *unit* is defined as the teaching-learning activities associated with one organizing idea.

OBJECTIVES

The objectives listed below are those particularly stressed in this unit. They are greatly shortened versions of the behaviorial objectives presented in the master list at the beginning of this Guide. The number in parentheses following each objective refers to the corresponding objective in the master list. The teacher should review the objectives carefully before proceeding with planning for any unit.

a. Listing, grouping, and labeling - concept development (1)

b. Making comparisons (2)

c. Forming generalizations (4)

d. Applying generalizations (5)

e. Explaining cause-and-effect relationships (7)

f. Forming hypotheses (8)

g. Ability to relate one's own values to those of others (13)

h. Comprehension of concepts and generalizations about the various peoples studied in the unit (17)

i. Use of map skills (19)

Note: Although these objectives are stressed particularly, the teacher should implement additional objectives in the master list where appropriate.

Note: Those points at which Evaluation procedures are described are indicated by an asterisk.

UNIT I

MAIN IDEA: MAN'S WAYS OF LIVING AFFECT, AND ARE AFFECTED BY, THE PHYSICAL AND SOCIAL ENVIRONMENT IN WHICH HE LIVES.

Organizing Idea: Certain inventions of early man revolutionized his way of life.

Contributing Idea:

1. As men interact with their physical environment, both they and the environment are changed.

Content Samples:

The fact that man is physically and mentally different from other animals influenced his early achievements.
- Ability to think at levels far above other creatures
- Ability to make as well as use tools
- Ability to develop a language of many words

Man's discovery of fire, agriculture, and metals revolutionized his way of life.
- Organized, settled societies appeared
- Specialization arose
- Cities developed
- Trade increased

Contributing Idea:

2. As societies grow and develop, they interact. In the process, they not only invent ideas and ways of doing things themselves, but also they copy, change, and preserve a number of the achievements of others.

Content Samples:

Among other things:
- The Egyptians provided much basic information for later peoples to draw on, including a system of writing, the development of geometry, and the calendar.
- The Cretans invented a system of writing, but copied Egyptian architecture.
- The Sumerians used the wheel, invented arithmetic and writing, and developed the first written code of laws.

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The Babylonians adopted and preserved Sumer's culture, advancing the study of the stars, and preserving and organizing Sumerian laws.

The Phoenicians carried civilization westward along the Mediterranean, copying from the work of Egyptian and Mesopotamian craftsmen. They borrowed the system of Egyptian writing and from it perfected an alphabet of twenty-two letters.

The Assyrians organized themselves into an effective war machine, but also preserved much of Babylonian culture, through the building of a great library in which thousands of clay tablets were stored.

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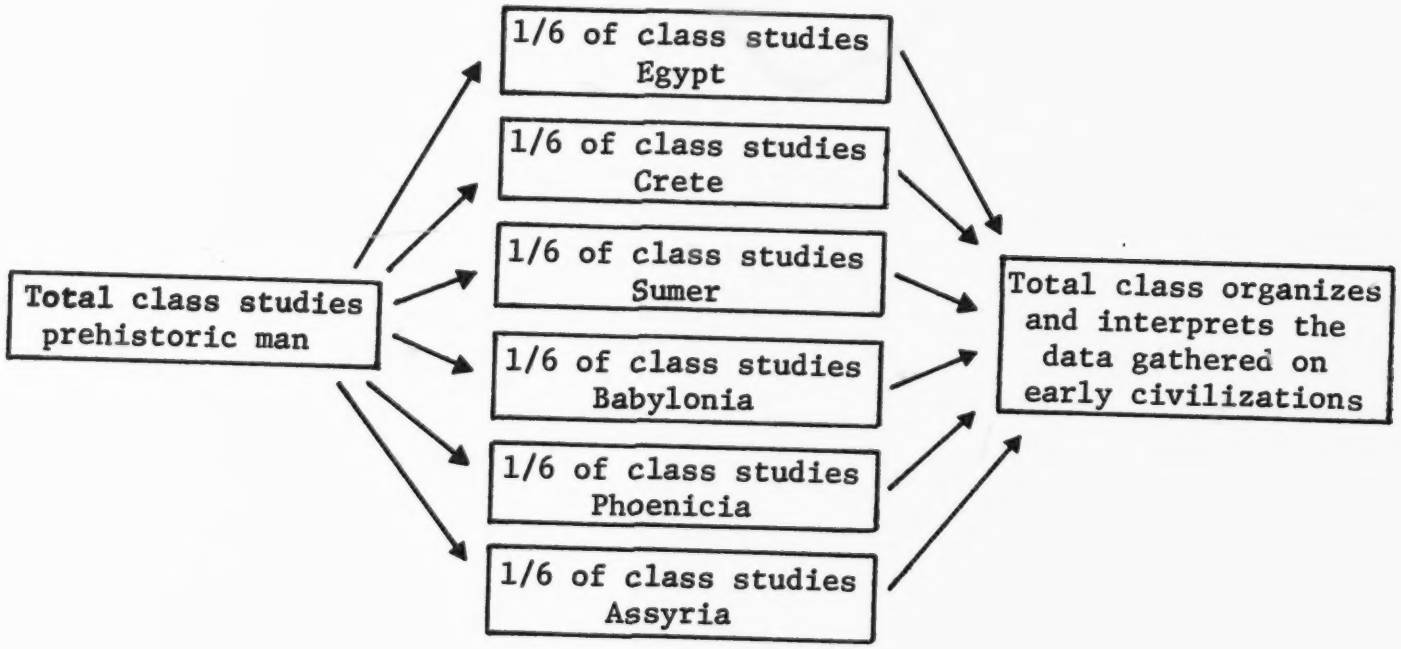
SUGGESTED ORGANIZATION OF THE CLASS

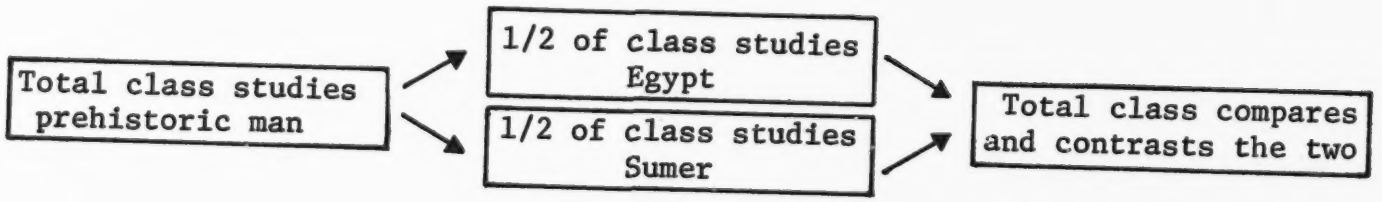
Alternate Teaching Plans

The gathering, organizing, and interpreting of information can be accomplished in a variety of ways. Because skill in group process is one of social studies' objectives, the suggested plan below provides for dividing the class into groups at the point where contrasting information is sought in greater depth.

PLAN A



PLAN B



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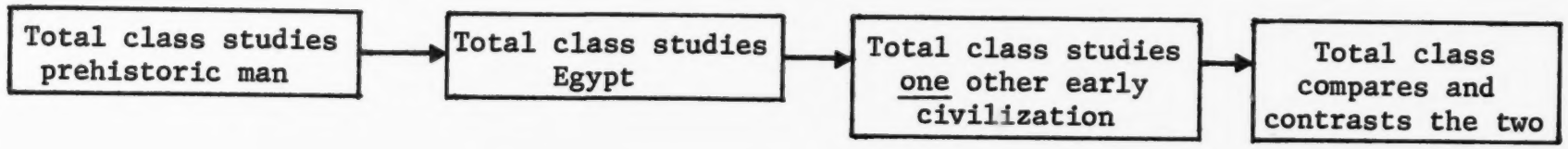
PLAN C



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Notes to the Teacher	Learning Activities
Diagnosis Developing Concepts This task requires that students have the opportunity to group a number of items and to label the groups formed. Do not give them a label. The important point is that the students see the relationship between items and recognize that the same items can be grouped in many ways, not that they be given a term for such groupings. It is through this process of listing, grouping, and labeling that concept development is facilitated and a basis laid for other thinking skills. (See introductory material for a full statement on this task.) *Evaluation follows Opener.	Opener Use *Exploring the Old World*, (Hamer), p. 31. Ask the class to observe carefully each of the small pictures. Let them work in pairs to select one of the pictures and list what men would have to know and/or believe before the activity in the picture would likely have developed (for example, have to have some form of writing, have a desire for goods which others possess, etc.). From their papers write their suggestions on the chalkboard and let them practice grouping in different ways.

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Evaluation Exercise

Opener

Developing Concepts

This exercise dealing with what men would have to know and/or believe, may be used by teachers to measure in a preliminary way the extent to which students are achieving Objectives 1 and 16. Since the exercise is aimed at drawing a wide variety of ideas from the students and at helping them organize these in a systematic way, an important criterion is

Flexibility Note the number of valid changes that are made to groups and labels by individuals when they are asked to suggest, or write down, other ways they might be grouped and/or labeled. Then,

a) Group (and note the names of students in it) responses that have three or more valid changes.

b) Group those with two changes

c) Group all other responses. (This group could be subdivided into "one change" and the rest, if there were, say, 10 or more who made one change and, say, 5 or more who made no changes.)

Abstractness of Labels The extent to which the group labels are expressed as qualities rather than as concrete items which can be experienced by the senses, e.g., "Desires," would be abstract, and so would "Transportation," and "Communication," whereas a label like "Tools" would be relatively concrete.

a) Group all responses which have three or more abstract labels in them.

b) Group all responses which have two accurate abstract labels in them.

c) Group all the rest.

A variation of this way of categorizing responses may be necessary, if all labels are abstract and accurate. In this case, group those labels that most effectively sum up the essence of the grouped items below them and put all the rest in another group.

Possible Use of Results

1. Prepare a list of students' names and column headings of Flexibility and Abstractness (leaving space for other headings to be added for other exercises) and note the group into which each individual's response fell, e.g., Top, Middle, Bottom or 1, 2, and 3. Where a two-group division is made, you might use Top and Rest.
2. Comparisons in the composition of top and bottom groups should be made between this exercise and similar ones later in the year.

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Notes to the Teacher	Learning Activities

Man existed for a long time before visible or tangible elements of civilization began to appear. The following sequence (Act. 1-18) develops the ideas that as man interacts with his physical environment, both he and the environment are changed, and that man's early achievements were influenced by the fact that he was physically and mentally different from other animals.

Development

1. Let the class give some examples of actions that both men and other animals perform. For example:

   Move, work, eat, make sounds, think

Let them name some animals that:

- Work together in groups, (bees, ants)
- Travel together in groups, (elephants, monkeys)
- Build structures, (beaver, birds)
- Can be trained to obey, (dogs, horses)
- Can learn to talk, (parrots)
- Have ways of expressing anger, happiness, fear
- Use tools (chimpanzees)

Then discuss:

If both man and other animals can do all this, how is man any different from other animals? (Ability to think and reason in a very different way from that of the other animals, ability to make and use tools.) Have the class list as many ways as they can. (Save these for later reference.)

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Notes to the Teacher	Learning Activities
	Ask some individuals in the class to instruct, without talking, the balance of the class in how to do something. What difficulties do they encounter? Does this suggest something else to add to the list above?
	2. Read to the class several short selections that show: · What man has that gives him advantages over other animals. Add these suggestions to the list begun in Act. 1 Suggested References: *America's Old World Frontiers*, (Clark and Beeby), p. 6. Doesn't include stereoscopic vision. *First Book of Stone Age Man, The*, (Dickinson), pp. 5-9 · What scientists believe about the earliest ancestors of man. Suggested References: *First Book of Stone Age Man, The*, (Dickinson), pp. 1-5 *First People in the World, The*, (Ames), pp. 20-25 *Story of Mankind*, (Van Loon), pp. 9-12

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Notes to the Teacher	Learning Activities
This activity is intended to introduce students to the idea that men's lives are affected by their environment. Save for later use the students' replies to the question.	3. Have the class examine the pictures in *Exploring the Old World*, (Hamer), pp. 19, 22, 25, and 26, and *World Background for American History*, (Eibling), pp. 12-20, 22, 24, 25. Based on these pictures, plus the students' reading, discuss: How might geographic conditions affect the ways in which men live? (Kinds of food grown, clothes necessary, shelters built, outdoor living, and water supply available.)
Save the replies to this question for later use. Act. 4-7 develop map reading and interpretation skills, as well as help students understand spatial relationships. Before beginning the activity, make sure your students understand the use of: Map key Symbols on a map Direction Scale The students will be asked to hypothesize with the aid of maps.	4. Look at the maps in *Eurasia*, (Glendinning), pp. 4-5 and 12-13 Give students a blank outline map of the continent and have them mark on the map those places where they think early man would have lived (for example, in the warmer climates, near an adequate food and water supply, rich soil, etc.). List and save these replies for later use. Suggested Reference: *Eurasia*, (Glendinning)

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Notes to the Teacher	Learning Activities
Formulating Hypotheses Students should be encouraged to suggest possible explanations for or predictions in unfamiliar situations. Faulty hypotheses should not be corrected at the point at which they are given, but once additional information has been gathered, they should be checked. These hypotheses will be referred to in Act. 16 and 20.	
Activity 5 encourages the students to compare the activities of early men with the activities of men today. Such comparisons help students make connections between their formal studies and their own life experiences and should be encouraged throughout the year.	5. On a map of the world, point out Eastern Africa and South Asia where scientists have found evidence of man-like creatures. Discuss: 1) Why might early family groups move from one place to another? (Need to find better food sites, to escape from something, general restlessness, change in climate, overpopulation of one area, discovery of how to use fire, etc.) 2) What about modern man? 3) In what ways would his reasons for moving from one place to another be similar to or different from those of early man? Trace on a wall map the presumed routes of migration or have the class draw in these presumed routes on a blank outline map. Ask: 4) What natural barriers probably influenced where people migrated? (Dense rainforests, deserts, and mountains)

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Notes to the Teacher	Learning Activities
	Using maps of the world, have the class locate any such barriers which they think would have influenced early man's migrations and then draw these in on their outline maps. Then ask: 5) How would these barriers affect migration? 6) Might those barriers have an effect on people today? Explain.
	6. Look at a map on pp. 20-21 in *Eurasia*, (Glendinning), which illustrates the population distribution of modern man. Ask: 1) What kinds of areas are most heavily settled? Why? 2) What kinds of areas are most sparsely settled? Why? Have the class compare this map with the ones they marked in Act. 4. 3) How do they compare? Explain. Now look at the map on pp. 16-17 of *Eurasia*. 4) Does the map provide any additional information to explain why modern men have concentrated in certain areas? 5) What other factors <u>which are not shown</u> on any of these maps might explain why men live where they do today?
*<u>Evaluation</u> follows Act. 6.	

UNIT I

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Evaluation Exercise

Learning Activity 6

Map Exercise

This exercise may be used to measure the extent to which students are achieving Objectives 19 and 7. Use the following criterion for this measurement, which will be more satisfactorily done if individuals write their answers prior to any discussion. Responses to 1, 2 and 3 may be evaluated separately or together.

Variety The extent to which responses contain a suitable range of different and valid reasons or explanations for the areas designated as being heavily or sparsely settled.

a) Group together all responses that contain three or more valid reasons for the degree of density of settlement and for the difference between their map from Act. 4 and this one.

b) Group together all responses that contain two valid reasons.

c) Group together all other responses. The teacher may wish to subdivide this group into, for example, those that have incorrect responses in them, and those with no incorrect and up to one correct response.

Possible Use of Results

Add another heading to the list suggested for the Opener and note against each name the group to which an individual belongs. Changes, or lack of changes, in the size of the groups and the record of individuals can provide reasons for and direction to remedial exercises.

MAIN IDEA: MAN'S WAYS OF LIVING AFFECT, AND ARE AFFECTED BY, THE PHYSICAL AND SOCIAL ENVIRONMENT IN WHICH HE LIVES.

Organizing Idea: Certain inventions of early man revolutionized his way of life.

Notes to the Teacher	Learning Activities
Time and chronology are difficult concepts to teach. Simple time lines were used in the fourth, fifth, and sixth grades. A wire strung at eye level with figures attached by paper clips for easy manipulation is recommended. An advanced seventh grade class may be ready for a dated equal-interval time line. To be meaningful, any time line should be added to as needed, should be used occasionally to make a point, and should provide continuity through the year - "first, next, and next;" "before, after." The teacher is in the best position to judge which items should go on the time line throughout the year.	7. Have each student begin an individual time line in his notebook entitled, "Significant Events in the History of Early Man." (Time lines will be developed in following units to parallel this one.) Optional Activity: If students are not experienced in making time lines an effective introduction is to have them prepare a time line of important events in their own life to date. Another possibility might be to have interested students keep a time line of current events for the year. Write today's date on the board and ask, Where do we get this number? Establish the meaning of B.C. and A.D. with a chalk line. References vary in the dates given for the appearance of "homo sapiens." It is probably sufficient for the class to understand that the men who painted cave pictures and learned to survive during the Ice Age were not of the same species that we are today and that they disappeared at the end of the fourth glaciation in Europe when "homo sapiens" appeared, probably from Asia.

UNIT I

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Notes to the Teacher	Learning Activities
	All men today regardless of color, language, size, or stage of civilization belong to the same species of the Genus, Homo. Optional Activity: The film *Time, Lines, and Events* is excellent for understanding the relative briefness of the last 5,000 years and for counteracting most students' impression that man and dinosaurs were contemporaries. As time passed, early man made a number of significant discoveries including fire, agriculture, and metals. Such discoveries revolutionized his way of life.
Wall Chart - $1.50 *Graphic History of Mankind*, C.S. Hammond & Co., Maplewood, New Jersey	8. Read *Man's Way: From Cave to Skyscraper*, (Linton), pp. 40-43, to develop the difference between discovery and invention, the basic inventions and the requirements for invention to occur (for example, a store of previously acquired knowledge; someone with an idea; spare time to experiment, etc.). 9. Assign reading about prehistoric men to find out: • What problems did they face as they interacted with their environment? • What discoveries helped them to interact with their environment? How?

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Notes to the Teacher	Learning Activities
As the question indicates, the purpose of the activity is to encourage students to link what they learn about the past with their own lives. The questions are not meant to limit the discussion or activity. When, however, the term *suggested question sequence* appears, it is suggested that the pattern of questioning be followed rather closely with only minor changes in wording as needed.	• What inventions helped them to interact with their environment? How? • How were they and the environment changed due to this interaction? Suggested References: *America's Old World Frontiers*, (Clark and Beeby), pp. 5-7, 10-20 *Exploring the Old World*, (Hamer), pp. 19-28 *Story of Mankind*, (Van Loon), pp. 12-15 *World Background for American History*, (Eibling), pp. 21-23 Alternate Activity: Show the motion picture *The Story of Prehistoric Man* or filmstrips of the *Epic of Man* Series. (See AV catalog listings under Anthropology.) Use the same questions as above. The students will need to be reminded continually that in this period of history, as in many, conditions differed greatly in various parts of the world. Also, not only were discoveries made at different times, but as new information is acquired theories are revised and hypothesized dates are changed. Ask: Do any of the problems which faced early man still bother us today? Explain.

UNIT I

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Notes to the Teacher	Learning Activities
Chart-making assists students to develop their note-taking skills, as well as to preserve required information which students can draw on when asked to generalize at a later time.	10. Have each student prepare an individual chart in his notebook (similar to the one partially filled in for you on page 18 to help him organize his data. Instruct students to include several columns in the chart, but explain that they will be using only the three on the left at first. 11. Referring to his charted information, have one student list on the board as many things as he can which he believes man invented or discovered as he interacted with his environment. Let other members of the class contribute to the list and then the whole class add to their individual charts. Be sure that the list includes: How to make fire How to make weapons How to make pottery How to make tools of various materials How to plant crops How to tame animals How to use wheels

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	EARLY MAN'S EFFORTS TO DEAL WITH HIS ENVIRONMENT			
Problems in the Environment	Discoveries Which Helped Him Deal With These Problems	Inventions Which Helped Him to Deal With These Problems		
Obtaining and storing food	Fire; effect of fire on wet clay; planting of seeds; taming animals	Fishnets		
Protection against wild animals		Weapons (e.g., bow and arrow, slingshot, etc.)		
Building shelters		Tools (e.g., pointed sticks, bone splinters, flint spears, etc.)		
Making clothing	Use of animal skins (wool from sheep, hair from goats)	Looms		
Transportation		Log boats, sails, wheel		

UNIT I

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Notes to the Teacher	Learning Activities
	Discuss: In what ways did each of the above change men's lives? (Improved transportation, increased trade, promoted settlements,etc.)
Attitudes, Feelings, and Values This activity is intended to raise students' curiosity, and to get them thinking about the advantages of settlement, but especially to illustrate that people's values are often reflected in their actions. Preserve the students' arguments about the advantages of settlement for later use. * Evaluation follows Act. 17.	12. Present the class with the following three statements: Individual A. It is dangerous for our tribe to settle and remain in one place because we will starve. Let us follow instead the herds of wild cattle, killing those we need for food. Individual B. I don't think it is a good idea to settle in one place because we would be continually attacked by other tribes passing by. It is much safer to keep moving about. Individual C. No, I disagree. I think settlement might be a good idea because. . . Have each student in the class imagine that he is Individual C. What arguments would he offer at that time for settlement?
* Use the two criteria of Variety and Abstractness as for Act. 12 in evaluating any written responses that might be made at this point.	13. Have the class read about the development of agriculture. Suggested References: *America's Old World Frontiers*, (Clark and Beeby), pp. 11-13

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Notes to the Teacher	Learning Activities
It is hoped that students will begin to see the considerable effect which agriculture had on man's ways of living. You may wish to have the class consider factors, in addition to those listed, affected by the development of farming. The important thing for the students to understand here is that a social invention caused a redistribution of the food supply and the creation of a number of new non-agricultural positions. It is not that the invention of specialization was preceded by any extraordinary increase in the food supply.	Suggested References (Cont'd) *Eastern Lands*, (Hughes and Pullen), pp. 17-18 *Exploring the Old World*, (Hamer), pp. 24-25 *Man from the Beginning*, (Freed), pp. 80-81 *Story of Nations*, (Rogers, Adams, and Brown), pp. 10-11 *World Background for American History*, (Eibling), pp. 15, 30-31 Then discuss: What effect did the development of farming have on: Settlement The development of new kinds of jobs The food supply Trade Explain. Have the class reconsider the arguments for settlement they offered in Activity 12. Would they add to or change them in any way? Optional Activity: Teachers interested in anthropology may wish to show the film *Primitive Man in Our World*. Before you show the film tell the class to take notes on what the people in the film are doing.

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Notes to the Teacher	Learning Activities
Developing Concepts *Evaluation follows Act. 17.	One possible question series you might wish to use following the film is: 1) What were the people doing? List on the board and practice Developing Concepts if you wish. 2) What do these activities tell you about these people? 3) What might happen if a modern airport were built near them? Why? 4) How would you feel about what might happen? Why? 5) Would change in their way of life be good or bad? Why?
*Evaluation follows Act. 17.	14. Recall from Grades V and VI what is meant by division of labor (if the class doesn't know). Then have the class look at the picture in *Exploring the Old World*, p. 19. Ask: What does the picture tell you about division of labor in the early Stone Age family? Now refer to the picture on p. 26. What changes do you note when you compare this picture with the one on p.19? How would you explain these changes? Compare with division of labor in today's family. What are some jobs at home that the men usually do? The women?

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Notes to the Teacher	Learning Activities
	This might be a good place to introduce the concept of role, indicating how it differs from the concept "division of labor." (Role refers to certain behaviors expected of individuals in various positions in a society; division of labor indicates a dividing-up of certain tasks which have to be performed). Then ask: In what ways is today's division of labor in the family similar to or different from that of early man? How do you suppose these distinctions have developed?
Listing specialized jobs not only provides an opportunity to develop the concept of specialization but gets at the important economic relationship between extensive specializations and production efficiency. The panel discussion reinforces in a new context for the students the idea that all societies assign varying roles to their members and that the reasons for the assignments differ. There are no right or wrong answers.	Have the class list as many examples of specialized jobs which exist today as they can. Then ask: What effect might specialization have on efficiency of production? What evidence can you offer to support your opinion? Appoint some members of the class to present a panel discussion as to whether certain jobs should be strictly for women, for men, for boys, or for girls. Why or why not?
The purpose of this activity is to stimulate thought. There is no right or wrong answer. * Responses to, "What might have brought about such changes?" could be evaluated by criteria of Variety (Act. 12) Abstractness (Act. 14) and	15. Let the class estimate the number of years from the discovery of agriculture to the building of cities. Use individual time lines or *Exploring the Old World*, (Hamer), pp. 28-29. Ask: What changes occurred in nomadic groups which enabled them to live in cities? What might have brought about such changes?

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MAIN IDEA: MAN'S WAYS OF LIVING AFFECT, AND ARE AFFECTED BY, THE PHYSICAL AND SOCIAL ENVIRONMENT IN WHICH HE LIVES.

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Notes to the Teacher	Learning Activities
Qualification (Act. 14). Note changes from these previous activities and take suitable remedial action where necessary. Formulating hypotheses. These hypotheses will be checked in Act. 16.	Optional Activity Let artistically inclined students draw cartoons illustrating the effect of such changes on the daily life of the people. Present the class with the following hypothetical situation: They and a number of their friends have been asked to describe the most ideal spot they can think of for a city to develop. What features or characteristics would such a site possess? (Record the hypotheses.) Assign one student to report on how the Sumerians said their civilization began. Suggested References: *First Book of Ancient Mesopotamia and Persia, The*, (Robinson), p. 1 *Mesopotamia: The Civilization That Rose Out of Clay*, (Fairservis), pp. 11-15 16. Have one student report orally to the class on some of the major differences between villages and beginning cities. For example: More people - not just family members More and different kinds of jobs More rules More problems

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Notes to the Teacher	Learning Activities
Teacher Reference: *City in History, The,* (Mumford), pp. 17-20, 29-54	Let the balance of the class add their suggestions. Suggested References: *America's Old World Frontiers,* (Clark and Beeby), pp. 17-20 *Changing Old World, The,* (Cooper and Sorensen), pp. 21-29 *Exploring the Old World,* (Hamer), pp. 28, 57-69 *How the World's First Cities Began,* (Gregor). Throughout. *Introduction to Human Geography,* pp. 266-268 (Dicken and Pitts) *Man from the Beginning,* (Freed), pp. 104-105 *Mesopotamia, The Civilization that Rose out of Clay,* (Fairservis), pp. 11-16, 51-64 Let one member of the class look up the meaning of the word *civilization* in the dictionary. How do they suppose the word originated? (from the Latin *civilis, civis,* a citizen, one who lives in a city) List on the board some early cities and using textbook maps or a projected transparency let the students locate and enter the names on individual desk maps, for example: Sumerians - City of Ur Babylonians - City of Babylon Minoans - City of Cnossus on Crete Phoenicians - Cities of Sidon, Tyre Persians - City of Persepolis Egyptians - cities of Memphis, Thebes Assyrians - City of Nineveh Hebrews - City of Jerusalem Hittites - City of Hattusas (central Turkey)

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Notes to the Teacher	Learning Activities
	Map References: *America's Old World Frontiers*, (Clark and Beeby), p. 52. Egypt, Fertile Crescent *Long Ago in the Old World*, (Cassidy and Southworth), p. 73 *World Background for American History*, (Eibling), pp. 26, 41, 47 Egypt, Fertile Crescent, Crete, Mycenae
*Responses to, "How would you explain any discrepancies?" could be written and evaluated by criteria of Inclusiveness (Act. 14) applied to both the recognition and the explanation of discrepancies. (See also Explanations, Optional Act. 13)	Refer to the lists made in Act. 15, as well as to the suggestions made in Act. 4. How many of these cities possess the characteristics which the class suggested in Act. 15, or would fulfill the hypotheses suggested in Act. 4. Ask: How would you explain any discrepancies?
	17. Have the class read about the growth of trade which was developing between cities. Suggested References: *Exploring the Old World*, (Hamer), p. 26, 36, 54-55, 83 *Story of Nations*, (Rogers), pp. 57-58 Discuss: What factors contributed to this growth?

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Evaluation Exercise

Learning Activity 12

Attitudes, Feelings, and Values

This exercise may be used as evidence on the attainment of Objectives 1 and 9 . The following criteria could be applied to written sentences of individual students or to a check list for oral responses from the class.

Variety - applied as for Act. 6.

Abstractness The extent to which the responses contain precise, abstract instead of concrete, terms in them.

a) Group together all those responses that have two or more precise, abstract (and, of course, accurate) words in them, e.g., conditions, suitable, appropriate, climate, enough, (Note that qualifying adjectives and adverbs can be abstract.)

b) Group together all those responses with one precise, abstract word in them.

c) Group together the rest. (This group may be subdivided, if it is seen to contain more than one kind of response.)

Ethnocentrism The extent to which responses reflect some prejudice or other factor which indicates that the students have judged reasons to be exactly the same as apply to them today. They have, therefore, not decentered, and not recognized that Individual C's responses need to be appropriate to the times and the associated circumstances.

a) Group together all those responses that contain no evidence of ethnocentrism as well as at least one clear indication of the need to decenter and look at this prehistoric world through the eyes of one who lived in it.

b) Group together all responses with no evidence of ethnocentrism but also no qualification as suggested in a.

c) Group together the rest.

Further subdivisions of these levels may be found to be appropriate as all responses are inspected.

Possible Use of Results

1. Note the size of the best and poorest group in each category, compare it with group size in similar exercises and at that point decide whether any change in emphasis or time spent with a particular remedial exercise is necessary.

2. Note the composition of groups and note the particular group to which each individual on the list made for the Opener belongs.

   As a result of these data and of comparisons with results from later exercises, take specific remedial action.

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Evaluation Exercise

Learning Activity 13 - Optional Activity

Attitudes, Feelings, and Values

Responses to Question 2 could be evaluated by criteria of Inclusiveness (see Act. 14), Ethnocentrism and Abstractness (Act. 12). (Obj. 1 and 9)

Responses to Question 3 could be evaluated with criteria of Variety (Act. 6), as well as by the following:

Explaining The extent to which factual details and/or inferences in responses are used in a relevant and plausible way. (Obj. 7)

a) Group together all responses that contain one or more relevant and plausible explanations.

b) Group together all other responses. Note that either of these groups may be subdivided if the range of different kinds of responses warrants it.

Responses to Question 4 could be evaluated with criteria of Variety (Act. 6), i.e., the range of feelings they cover; Abstractness (Act. 12), i.e., the extent to which feelings are expressed in precisely abstract terms; Explanations (see above), i.e., the extent to which responses are made up of plausible and relevant explanations.

Responses to Question 5 could be evaluated by the following criteria:

Decentering The extent to which students consider this problem of change from the viewpoint of the people in the film.

a) Group together responses that contain at least one explanation (relevant and plausible) of good effects **and** one explanation of bad effects, both of which show adequate decentering.

b) Group together responses that have only one decentered explanation (relevant and plausible).

c) Group together responses that have one decentered and one non-decentered explanation.

d) Group together the rest.

Possible Use of Results

1. Data from questions 2, 3 and 4 on Inclusiveness, Ethnocentrism, Abstractness can be recorded against students' names (see Opener for details of this list), and adjustments made to the instructional program for the whole class or for individuals.
2. Data from questions 3 and 4 on Explanations should be examined for immediate use in the instructional program and details of whole-class and individual performance compared with later performances. Instruction on explaining procedures might initially take the form of, "Are there any other reasons that you could give?" and/or "What do you think of this (teacher may give relevant, plausible explanation) as a possible explanation?"

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Learning Activity 14

Inferring and Generalizing

Results from this exercise will give indications of the extent to which Objectives 4,15,16 have been met. The following criteria could be applied to these reasons,which would be more reliably evaluated if they were written by individuals prior to a class discussion.

Inclusiveness The extent to which all important (pre-determined by teacher and supplemented, if necessary, as a result of a survey of student responses) reasons for these distinctions are given.

a) Group together those responses that cover all important reasons.

b) Group together those that contain two important reasons.

c) Group together the rest. Note that this last group may be subdivided into one and no important reasons, if appropriate.

Creativity That is the incidence of unique, yet valid responses given. Uniqueness will be defined as the only one (or one or two) responses of this kind.

Abstractness That is the extent to which the reasons are expressed in precise, abstract (and accurate),as distinct from concrete, terms, e.g., referring to "child rearing" or to "tradition" or to "freedom of movement."

a) Group together those that have two or more abstract (and accurate) terms in them.

b) Group together those that have one abstract (and accurate) term in them

c) Group together the rest.

Qualification or Explanation That is the extent to which suitable explanatory or qualifying detail is added to the principal clause or statement.

a) Group together those with a suitable explanation added to a valid reason.

b) Group together those with no explanation but a valid reason.

c) Group together those with an incorrect explanation. Note that it may be possible to distinguish some ethnocentric explanations in this group. These should be noted and entered in the column opposite names as in Act. 12.

Possible Use of Results

1. Note size of groups and respond to this, as for Act. 12.
2. Add the Qualification category to the list of names and compare size and composition of top and bottom groups in this category from one

Evaluation Exercise

exercise to another and take appropriate action in the instructional program.

3. Add a Creativity column to the list of names and note all students who produce unique responses as well as the incidence of this characteristic in the class. Encourage its development by pressing for any other distinctions they can think of.

Learning Activity 22

Attitudes, Feelings and Values

Results from this exercise will show the extent to which Objectives 9 and 11 have been met. The principal question here is the extent to which students are able to decenter and, therefore, to identify as appropriately and completely as possible with each group. The criterion, therefore, is :

Decentering The extent to which they are able to understand and assume the attitudes of these people towards their lives and to the lives of others, and in a way which has a minimum of contamination of the current and personal attitudes, etc. of the students themselves.

a) Group together those responses that have two or more examples of attitudes and/or behaviors of their "group "and without contamination of personal attitudes.

b) Group together responses with one appropriate attitude or behavior and no personal attitudes intruding.

c) Group together the rest. A subdivision may be possible in this group on the basis of the amount of ethnocentrism involved.

Possible Use of Results

1. Note the size of the bottom group and therefore any consequent need for remedial treatment encouraging decentering.

2. Note the group into which each individual falls, and so direct remedial treatment to those who seem to need it on the basis of this exercise and through comparison with Ethnocentrism scores from Act. 12 and Decentering from Act. 13.

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Notes to the Teacher	Learning Activities
This activity is designed to help students draw together what they have learned so far. Hopefully, students will see how considerably fire, agriculture, and metals changed man's way of life.	18. Add the two columns below to the chart begun in Act. 10, and have the class members fill in the data which they have found. Let the students share with each other the information they have obtained.

Changes which occurred in the environment as a result of these discoveries or inventions	Changes which occurred in man as a result of these discoveries or inventions
Trees disappear in some areas	More settled type of existence
Streams dammed up	Division of labor between the sexes
Some animals become extinct	

Inferring and Generalizing This is a task which requires students to interpret, infer, and generalize about data. Through carefully organized question sequences, students are asked to compare and contrast data that they have previously collected, to formulate inferences on the basis of these data, and to state a generalization which they feel is warranted. (See introductory material for a full statement on this task.)

After the class exchanges information, have the members inspect each column on the chart and then ask them:

What can you say in general about:

1) The discoveries of early man
2) The inventions of early man
3) The changes which occurred in man and in the environment as a result of these discoveries

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*The question, "What conclusions. . .?" could be responded to individually in writing before class discussion. Apply criteria of Inclusiveness, Abstractness, Explanations (Act. 14) and Ethnocentrism (Act. 12 but here demonstrated in a clear lack of awareness of the relative nature of achievement). Use these results to note changes in the quality of whole-class and individual performance.	Then ask: What conclusions can you draw about early man from looking at the whole chart? Optional Activities Plan with the class whatever of the following activities you have time for: (1) Pictures for a class display showing important changes in man's life. (2) A bulletin board that shows relationships. For example: The Discovery of this → [ ] is associated with (affected, helped to bring about) → [ ] (3) Large charts that show contrasts. For example: [Today's Tools from Yesterday's] (4) For more able students: Let them choose a subject for individual study during the remainder of the year, From Boulders to Automation: The History of Tools From Log to Spacemobile: The History of Transportation From Fingers to Computers: The History of Numbers From Hieroglyphics to Teletype: The History of Writing From Smoke Signals to Telstar: The History of Communication From Barter to Greenbacks: The History of Money From Skins to Bell-bottoms: The History of Clothes

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Notes to the Teacher

Committee organization is suggested at this point; see the "Suggested Organization of the Class" at the beginning of this Unit for several alternatives. If the members of your class have reading or other academic difficulties, it is suggested that you reduce the number of civilizations studied.

Before the committees begin reading, the teacher should ensure that:

- A wide variety of books and other materials are available in the classroom
- Adequate periods of class time are available for research
- The number and scope of the study questions are appropriate to the ability of the class
- Each committee contains both accelerated and slower readers, both leaders and followers

The success of group study is directly related to:

- How many opportunities the students have had to work together
- Their understanding of exactly what to do and where the materials are
- Planning the procedure with each group with follow-up sessions to check progress and difficulties
- Teaching the skills necessary for research, such as using the index, reading pictures, skimming pages, etc.
- Frequent reporting back on, and discussing, their work
- Opportunity to vary the amount of time spent on it
- Evaluating, as needed, the task to be done and the role of each member in a group situation

In the Taba Curriculum, study questions have been designed to structure the reading in an independent research assignment so that groups will have information that can readily be compared and contrasted in later discussions.

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Notes to the Teacher

The individual and committee research which begins with this activity extends from Act. 19-39. It is suggested that opportunities for such activity as exemplified by Act. 20-23 be alternated with activities involving the class as a whole.

From the suggestions of many teachers, the following recommendations are made:

Practice finding answers to the study questions by observing the textbook pictures or available study prints (mounted pictures).

Ask several children each day to report what information they have found.

Assist small groups to read for specific information.

Plan ways to keep their work so it won't disappear by the time the class is ready to organize the data for discussion.

Divide the daily social studies period into at least two activities, such as,

Reading - talking,(writing, drawing, checking maps, planning, etc.)
Viewing - discussing, (taking notes)
Listening - writing, etc.

In <u>discussions</u>, make the class aware of their role in this task, the importance of "thinking out loud," the skills that they are practicing.

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	The following sequence, Act. 19-39, develops the idea that as societies grow and develop, they interact, not only inventing ideas and ways of doing things, but also copying, changing, and preserving achievements of other societies. In sampling early civilizations the emphases are to be placed on a civilization's use of resources, including human; a civilization's inventions and developments and their use; and, a civilization's provisions for an individual's rights.
The study of <u>all</u> the ancient civilizations makes the <u>exchange</u> and <u>charting</u> of information a very difficult task, confuses the students, and prevents successful discussions when students are confronted with too many facts. Thus the study of a selected number of civilizations is suggested.	19. Organize the class into a number of research committees to begin collecting basic information about some of the early civilizations of mankind. Select two or three of the earlier civilizations to contrast with Egypt. Have the students read widely in a number of sources on a general topic such as "early life in Egypt" to gain a feeling for the people and times before giving them the study questions listed below, but be sure, however, to stress the importance of citing evidence to support their answers. Inform the class that these are basic questions to which they will return for reference many times. Suggested Study Questions: • Where did these people come from? • Approximately when did these people live and when did their civilization decline? • What human and physical resources did they have? • What did they do with their resources? Do modern societies do similar things? • What trade goods did they produce and exchange? With whom? • How much exchange of goods or services occurred outside of the household? How did it take place? Where did it take place? What were the places like?
<u>Attitudes, Feelings, and Values</u> The last question gets at values. Duplicated references and worksheets for filling in are suggested as shortcuts. The worksheet is partially filled in for your convenience and may differ from text references since very few of the books agree on who should be credited with what. Retrieval charts may also be reproduced on overhead transparencies.	

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Notes to the Teacher	Learning Activities
*Study question, "What makes you think . . .?" could be evaluated by applying criteria of Variety, Inclusiveness, Abstractness and Ethnocentrism (i.e. extent to which they recognize the basis of their criteria of importance) and group and individual comparisons made with data from Acts. 6, 12, 13, 14, 15 and 16.	· How extensive were the number and type of craft occupations? · What important inventions or new ideas are they given credit for? · What was the purpose of these new inventions/ideas? · What evidence is there in their laws, writings, pictures, customs that shows thought or lack of thought for the rights of each person? · What did they consider important? What makes you think they considered these things (objects, people, customs, ideas) important?
Formulating Hypotheses Students should be encouraged to suggest possible explanations for or predictions in unfamiliar situations. Faulty hypotheses should not be corrected at the point at which they are given, but once additional information has been gathered, they should be checked.	20. Locate the Nile River in Egypt and the Tigris and Euphrates Rivers in Iraq. Point out the location of the earliest civilizations that we know about. Ask the class what reasons they can offer for these civilizations having developed where they did. (The replies given in Act. 4.) Suggested Reference: *Eurasia*, (Glendinning), 4-5, 9-10, 80-81
	21. Have the students add a new section, entitled "Early Civilizations," to the time line begun in Act. 7.

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SELECTED REFERENCES

	Sumer/or Babylonians	Egypt	Phoenicia	Assyria	Crete	Persia*
America's Old World Frontiers, (Clark & Beebe)	51-62	23-47	85-97	63-64	101-110	131-137
Builders of the Old World, (Hartman & Saunders)	84-93;97-98	45-77	106-111	94-96		111-115; 143-9
Crete: Island of Mystery, (Cottrell)					all	
Digging into Yesterday, (Friedman)	73-101	36-51			52-72	
Earlier Ages: History of Civilization, (Robinson, Brested, & Beard)	61-67	67-70;78-83	23-54		70-78	
Egyptians Knew, The, (Pine, et.al.)		all				
Exploring the Old World, (Hamer)	65-66	67-72	33-59			96-97
First Book of Ancient Egypt, The, (Robinson)		all				
First Book of Ancient Mesopotamia and Persia, The, (Robinson)	6-23	23-35		36-43		46-54; 150-151
First Book of Archeology, The, (Kubie)	Pictures and examples from each culture throughout the book.					
First Book of the Mediterranean, The, (Gottlieb)			8-13		5-8	
First 3000 Years, The, (Falls)	48-52; 65-70	77-80; 134-140	55-65;84-87;93-99	113-116	124-134	73-74; 99-101	146-156
History of Early Peoples, (Cordier)	68-78	44-61	81-83			
History of the World, A, (Magenis & Appel)	43-44	44-47	27-40	50-51	45-46	52-53	54-57
Land of the Two Rivers, (Cottrell)	21-59	60-85			86	
Living in the Old World, (Cutright & Jarolimek)	50-52	52-53;55-57	42-48; 86-97	70-71	54-55	159-161	
Long Ago in the Old World, (Cassidy & Southworth)	39-51		52-64	67-69	69-72	77-80	99-103
Lost Worlds, (White)	51-65	66-74	13-50		75-83	97-110	

*Persia might be substituted for any one of the other civilizations if enough information can be located.

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SELECTED REFERENCES

	Sumer/or Babylonians		Egypt	Phoenicia	Assyria	Crete	Persia
Mesopotamia, (Fairservis)	51-90	79-90		102	93-106	88	
Our World History, (Black)	29-32	32-33;35-36	14-26	36-37	33-35	43	41-42
Story of Ancient Egypt, The, (Sewell & Lynch)			all				
Story of Mankind, The, (Van Loon)	29-34		16-26	42-43		43-49	
Story of Nations, (Rogers, Adams, & Brown)	48-54	54-55	17-42	57-58	62-63		64-66; 83-85
World Background for American History, (Eibling)	35-41	41-45	45	46-47		80-81	45
World History for a Better World, (Neff & Planer)		28-32	20-26	41-42	29		44-47; 74-80
Index topics for individual research	Gilga-mesh	Tower of Babylon	Rosetta Stone	Carth-age	Behistun Rock	King Minos	
		Hammurabi	Akhenaten Book of the Dead	Devel-opment of al-phabet	Ashur-banipal	Daedalus Europa Theseus	
	Leonard Woolley		Howard Carter		Austen Layerd	Arthur Evans	
			Tutankh-amen King Menes				

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Notes to the Teacher	Learning Activities
*Evaluation follows Act. 17.	22. Have students imagine they live in ancient Egypt. Divide the class into four groups, one group representing slaves, one scribes, one priests, and one pharaohs. Let each group prepare a list of characteristics which they feel describe life as they find it in their own city. Ask the total class to account for the differences between the reports.
* Responses to the, "Can you explain these similarities and differences?" question may be evaluated by criteria of Inclusiveness, Abstractness (or by Explaining instead of these) and Ethnocentrism (that is, the extent to which they include ethnocentric judgments in their resonses as applied to both similarities and differences). Add to individual record of the groups they occupy under these headings and amend the program accordingly.	23. Read to the class some excerpts for general discussion/interest. Suggested References: *Ancient Egypt*, (Casson), p. 101 - history's first recorded strike *Human Adventure, The*, (Eisen and Filler, eds.),Vol. 1, p. 24 - Sumerian drop-out; p. 18 - Egyptian wrestling *Human Side of World History, The*, (West), p. 2 - medical fees in Hammurabi's code; p. 6 - taxes, 1300 B.C.; p. 7 - embalming in Egypt *Living Past, The*, (Lissner), pp. 32-33 - Sumerian burial custom *Readings in Ancient History*, (Hanscom et al.),p. 24 - Egyptian laborers; p. 30 - an entreaty to enjoy life; p. 33 - a father's lament; p. 34 - a schoolboy's day 5,000 years ago; p. 74 - Palace of Minos; p. 84 - Aesop's Fables Ask: What do these readings tell you about early civilized man's activities? How are they similar to the activities of man today? How are they different? Can you explain these similarities and differences?
This question is a further attempt to relate the activities of ancient peoples to the lives of people today.	

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Notes to the Teacher	Learning Activities
This would be a likely spot to help students realize the difference between *evidence* (which is usually considered to refer to a tangible object, statement, or sign that tends to prove the existence of something) and an *inference* (which is a conclusion or decision arrived at by reasoning from known facts or evidence). For example: from your <u>smile</u> (evidence) <u>I infer that you are pleased</u> (inference).	24. Let each committee display pictures or describe the evidence found by archeologists describing the early civilizations they are studying. Ask: Which civilization left the most evidence? (Egypt) From what kind of evidence is it easiest to understand what people know and believe? (Writing) Why? How can we explain the fact that with all the Sumerian and Egyptian writing that has been found we know very little about what the common people thought? Alternate Activity: Show the motion picture *Archeologists at Work*. Discuss: How do archeologists work? What do they consider as evidence? What kinds of inferences do they make?
A 1966 history gives these approximate dates: (emergence of distinct culture) Sumer 3500-1800 B.C. Babylon 1800-1500 B.C. Egypt 3100-1100 B.C. Crete 3000-1400 B.C. Assyria 911-600 B.C. Indus River 2500-1500 B.C.	25. Let one member of each committee, using if possible a map of the area, describe the location of the civilization his committee studied, the type of terrain, the surrounding land/water, and indicate from where it is thought the first people in this area came. Let the rest of the class decide: Which civilization had the most natural protection from enemies What different methods people use for protection (flight, run away, build walls, make weapons, have armies, navies)

UNIT I

MAIN IDEA: MAN'S WAYS OF LIVING AFFECT, AND ARE AFFECTED BY, THE PHYSICAL AND SOCIAL ENVIRONMENT IN WHICH HE LIVES.

Organizing Idea: Certain inventions of early man revolutionized his way of life.

Notes to the Teacher	Learning Activities
	Let each committee tell how its group tried to solve the problem of defense. Sumer - built tremendous walls Assyria - developed machinery of war Egypt - maintained army Crete - built fleet of ships (more for trade than protection) Ask: What would you have to know at that time in order to prepare an adequate defense? What would you have to know today?
The last two questions are intended to emphasize the facts that what one knows partly determines what one may be able to do and that the amount of knowledge available varies considerably with the historical period being studied.	
* "What is it that people have <u>not</u> learned. . .?" Answers may be measured for <u>Variety</u>, <u>Inclusiveness</u> (which subsumes <u>Variety</u> in many aspects), <u>Abstractness</u> and <u>Ethnocentrism</u>. Comparisons should be made as for Act. 23.	26. Let one member of each committee give the dates of his civilization's existence and tell what happened to it. Were their methods of protection effective? Explain. What is it that people have <u>not</u> learned that would prevent wars? (No right or wrong answer)
For your convenience the retrieval chart is partially filled in. No committee can be expected to locate	27. Let each committee exchange information on study questions concerning the resources, how they were used, their trade goods, and with whom and how they traded.

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Notes to the Teacher	Learning Activities
all the items itself, and much of the chart should be filled in by the committees exchanging information. Again, if the students are less able, they will have a better discussion if the scope of the chart has been confined and the number of items kept low. The final question is intended to help develop the concept of distribution of goods and services.	Plan with the class a way to condense the reported information to fit the worksheet which follows. It then can serve as a retrieval chart for discussions. Compare and contrast each civilization with regard to the following question: Who gets what - and why?
Formulating Hypotheses	28. Point out to the class that in Egypt the different crafts were graded and wages determined according to scale: Highest paid - foremen and scribes Next - draftsmen, sculptors, painters Next - quarriers and masons Last - unskilled (lifters, haulers, diggers) Suggested Reference: *Ancient Egypt*, (Casson) Then ask: Why do you suppose this was so? Follow up the discussion by having one or two students check in reference materials the reasons suggested by the class.

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WORKSHEET - ANCIENT CIVILIZATIONS

Each child fills in the section for the civilization his committee is studying. After each committee reports, he fills in the other sections.

People	Resources	Use of Resources	Major New Ideas or Inventions	Purpose or Use of Invention/Idea
SUMERIANS	Clay	Pottery	Cuneiform	Business contracts
	River	Brick buildings	Circle into 360°	
		Writing	Fractions, square root	Study of heavens
	People	Farmers, priests, rulers, slaves, craftsmen, soldiers	Wheeled vehicle	Many fights with neighbors
	Fertile soil	Crops for food, livestock	Ziggurat	Mountains touched heavens of gods
	Date palms	Baskets, ropes	12 month calendar	Study of stars
	Cattle	Leather goods	24 hour day	Gods
	Sheep	Rugs, tapestries	Weights & measures	Trade
		Metal goods	Enameled, baked brick	
		Ivory goods	Keystone	Temples & palaces for arches-no stone
				To keep gold & silver lumps-"money"
EGYPTIANS	Fertile soil	Crops for food	Hieroglyphics	Accounts for temple and stories of pharoahs
		Flax for linen		
	River	Irrigation		
		Livestock		
	Papyrus	Paper	Paper and ink	For scribes
			Shadoof	Lift water
	People	Rulers, priests, slaves, farmers, craftsmen	Mummifying	Keep soul alive after death
	Stone	Temples, pyramids, palaces	Stone pyramids	Bury god-pharoahs
			3 seasons of 4 months	
			Surveying	When Nile would flood
			Calendar-12 months	Boundaries after flood
			Shadow clock	Study of heavens
				Tell time-sun god

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WORKSHEET - ANCIENT CIVILIZATIONS

People	Resources	Use of Resources	Major New Ideas or Inventions	Purpose or Use of Invention/Idea
ASSYRIANS	Iron Clay People Horses	Chariots, weapons Books Soldiers, farmers, slaves, rulers	Iron weapons Wheeled rams Horse-drawn chariots Scattering captives First world empire First public library Advertising extreme cruelty	Protection from constant invasion To prevent revolt As a result of war One king liked learning To spread fear
MINOANS	Wood Stone People Water	Palaces Ships Crops for food Sailors, rulers, pottery	Light wells Drainage system Reinforced buildings Bathrooms Bull-vaulting First navy Hot and cold water in houses	Inside-rooms Carry wastes to pits Earthquakes For royalty Bull-worship Trade and protection Comfort

This type of retrieval chart has proved most successful in the planned discussions for generalizing about research. It involves:

selecting the important data from the numerous facts reported
grouping of many items under one entry
much additional exchange of information

Any retrieval chart is merely a reminder to the students of facts they may need as the teacher guides them toward inferences, generalizations, or the discovery of a big idea.

If your class is distracted by too much information, cover up all but the section under consideration.

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Notes to the Teacher	Learning Activities
	29. Have one student report to the class on what the life of a farmer and/or slave was like in ancient Egypt. Compare this with the life of the priests and nobles. How do they differ? Suggested References: *America's Old World Frontiers*, (Clark and Beeby), pp. 41-44 *Panorama of the Past: Readings in World History, Vol. 1*, (Snyder, Perry, and Mazen, eds.), pp. 23-25 *Story of Nations*, (Rogers, Adams, and Brown), pp. 30-31 Then have the class write a one-page essay reacting to the following question: Is it important for a society to have some people within it who do not work? Why or why not? Read some of the most insightful to the class. (Some may suggest that without some kind of leisure class, little invention or new discovery would be possible.)
Attitudes, Feelings, and Values This part of the activity is designed to get at values. * Evaluation follows Act. 35.	30. Ask the class to observe the first two columns that they have filled in on the worksheet or retrieval chart. Ask: What skills were needed by each civilization to make use of their resources in the way that they did?

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Notes to the Teacher	Learning Activities
	List some of these: How to make clay bricks How to cut stone How to make paper from papyrus How to melt and cast iron How to control slaves Who else might be interested in Egypt's ideas for: • Cutting and building with stone? (Crete or places with plenty of stone available) • Preserving the dead? (Only people who had the same belief about life after death) • Surveying the land? How might any one civilization obtain skills which it did not possess? (Through trade, conquest, visiting, etc.)
If possible reproduce for all students a map showing the location of resources that the ancient world traded for, such as copper, tin, iron, gold, silver, ivory, and spices. OR Have the class indicate the location of those resources on a map of the eastern end of the Mediterranean.	31. Let the students write about: How trade might spread some ideas and not others

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Notes to the Teacher	Learning Activities
	Optional Activity: It would be appropriate at this time to consider supply and demand.
There are no right or wrong answers here. Once again you are encouraging students to think.	32. Let each committee exchange information on study questions concerning the inventions/ideas and the purpose/use of each by the civilization it studied. Enter the information on the worksheet. Let the class discuss: Which inventions were the result of business and trade? Which were the result of religious beliefs? Which (religion/trade) do you think had the most influence on the way these people lived? Explain. Referring to this information which they have collected, let the class discuss: Which of these inventions or ideas do you think had the greatest effect on man's history? What makes you think so?
* Responses to the, "What makes you think so?" can be evaluated by criteria of Variety (the range of accurate reasons), Abstractness (" e.g., contributions towards the happiness of more people), Ethnocentrism (the extent to which they imply us and our society instead of man in general). Results should be treated as they have been before.	

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Notes to the Teacher	Learning Activities
Applying Generalizations This task provides the opportunity for students to apply previously learned generalizations to a body of data to infer what might logically occur in a new situation. This process of inferring consequences through applying previously learned generalizations encourages students to support their speculations with evidence and sound reasoning. (See introductory material for a full statement on this task.) * Responses to the, "What might happen?" could be evaluated in terms of Variety, Coherence (the extent to which consequences are systematically considered - see Act. 29), Qualification (the extent to which explanations are spontaneously given - see Act. 14), Feelings and Attitudes as suggested for Act. 29,that is, the extent to which they mention the effects of a discovery of this kind on people's affective behavior.	33. Ask the class to imagine that a new kind of metal with the following characteristics - harder than any yet known, yet very malleable - is discovered in America today. What might happen?

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Notes to the Teacher	Learning Activities
	34. Let the students offer whatever they found about the degree of concern for people's rights in the ancient civilizations. List on the board some of the evidence they found. Save these for later additions. Discuss: What differences did you notice in the rights which people in these civilizations possessed? How did the rights which people possessed then compare with the rights various people possess today?
* Evaluation [illegible]low Act. 35.	
* Criteria for this exercise will match those for Act. 29 and comparisons made of sizes of comparable groups and of the performance of individuals so that appropriate action may be taken in the instructional program.	35. After looking up synonyms for "rights" in the dictionary, ask the class to discuss: How might people lose certain of their rights? Many times it has been said that "eternal vigilance is the price of liberty." Have the class write a brief essay in which they attempt to explain what it means and their reaction to this statement.

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Evaluation Exercise

Learning Activity 29

Attitudes, Feelings, and Values

Responses to the essay may be used to judge the extent to which students are meeting Objectives 1,2, and 7. The following criteria are suggested:

Inclusiveness As for Acts. 19, 16, 14, except that the teacher's predetermined list of important elements will be much longer.

a) Group those that omit only one of the important ideas.

b) Group those that omit two and up to, say, four of the important ideas. (This may be modified to - up to three.)

c) Group the rest. (This group may be subdivided to include up to four, and the rest.)

Abstractness As for similar prior activities In this case, the grouping will be as follows:

a) Group all those responses that contain four or more precise abstract terms in the form of norms or qualifiers. (See Act. 12)

b) Group those responses that contain one to three precise abstract terms in them.

c) Group together the rest. Subdivisions would be possible here along lines previously indicated.

Note: As a separate analysis arising out of the analysis of Abstractness, a record could be made of the number of times feelings and/or attitudes are mentioned. This record would provide evidence on the attainment of Objectives 14 and 10.

Coherence That is the extent to which the essays build up in a coherent and logical way rather than as a series of discrete items presented in the form of a list.

a) Group all those essays that have a high degree of coherence in them.

b) Group together and tally those essays that are coherent at one or more points but do not sustain the quality throughout.

c Group together and tally the rest.

Comparisons The number of relevant and valid comparisons that are made between one society and another.

a) Group those essays that have two or more such comparisons.

b) Group those that have one comparison.

c) Group the rest.

Possible Use of Results

1. A note could be made of the size of the top and bottom groups for each criterion and comparisons made, for instructional purposes, with group sizes for comparable exercises.

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Evaluation Exercise

2. Individual groupings should be recorded as suggested above.
3. An overall qualitative grade could be given each essay by first following the above procedure and then selecting the essays that fall in all of the top groups for the above criteria and those that fall in all of the bottom groups. Subdivision of the balance of the groups into the best, the worst, and the rest will produce,in all, a five point grade scale which could be designated A, B, C, D, and E.
4. Note any gaps in information, misconceptions and emphases that need to be accounted for in the instructional program.

Learning Activity 34

Attitudes, Feelings ,and Values

Response to the question, "How did the rights ...?" could be used to estimate the extent to which Objectives 7 and 9 have been achieved. The criteria are similar to those used in previous activities.

Coherence The extent to which the argument is stated in a systematic way so that comparisons are clearly made and each followed by an explicit statement of relationship to the rest.

a) Group those arguments that have a high degree of coherence in them.

b) Group those comparisons that are coherent in one or two aspects but not throughout.

c) Group together the rest.

Ethnocentrism That is the extent to which the answers assume some superiority of our ways of doing things in other than a rational, non-prejudiced way.

a) Group those responses that have no evidence of ethnocentrism in them.

b) Group those responses that have an indirect but obvious sign of ethnocentrism in them.

c) Group all those with explicit examples of ethnocentrism in them.

Abstractness As for Acts. 12, 14, 15, etc. and compare results of this exercise with them for instructional purposes.

Possible Use of Results

These will be the same as recommended previously for criteria such as these. Particular note should be made of the relative size of groups for this exercise and comparable groups in other exercises. Signs of ethnocentrism among more than a quarter of the class should be dealt with on a whole class basis, otherwise particular attention should be given to the individual concerned.

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Notes to the Teacher	Learning Activities
	36. Show any of the following audio-visual materials or allow groups of children to view them as part of their research. Motion Pictures: *Agean Age, The, (Crete)* *Ancient Egypt* *Ancient Mesopotamia* *Ancient World Inheritance* *Six Faces of Pharaoh* *Writing Through the Ages* Filmstrips: *Ancient Egypt* *Birthplace of Civilization, The* *Life in Ancient Egypt* *Life in Egypt* *Rise of Egyptian Civilization, The* *Rise of Mesopotamian Civilization, The* *Sumer, First Great Civilization* Have the class take notes referring to the study questions begun in Act. 19. Have them add any additional information which they do not possess to the worksheet begun in Act. 27. 37. Let each committtee exchange information in response to the question on what the people valued.

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Notes to the Teacher	Learning Activities
Attitudes, Feelings, and Values This activity provides another opportunity for students to perceive the difference between evidence and inference. See note accompanying Act. 24.	Then discuss: Do any of these values exist today? What evidence can you offer to support your examples? Do you hold any of these values?
* "Do any of these. . .?" could be evaluated for Variety, as can the next question. Any spontaneous explanations of differences of subtle but important parts should be credited under Qualification (see Act. 14) or Explaining (see Act. 13)	
"What makes something valuable?" would be evaluated by Inclusiveness (all important relevant ideas), Abstractness (expressed in precise abstract terms), Decentering (talk about people in general rather than themselves and their experiences), Ethnocentrism (the extent to which there are assumptions that what we value is valuable).	Optional Activity Discuss: What makes something (an object, an idea, or a person) valuable?
* This and the important summary sentence exercises should be carefully evaluated by criteria of Inclusiveness, Abstractness, Comparison (that	38. Inform the class that the time has arrived when all the information must be pulled together into a few important conclusions about each civilization. Do not contrast them at this time.

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Notes to the Teacher	Learning Activities
is the extent to which they spontaneously compare the particular group with others and with themselves), and Ethnocentrism. Note the size of groups compared with other activities and the individuals who belong to them. Results will need to be carefully studied for any important discrepancies in content or in processing used.	Use the map, the time line, and the worksheet (chart or transparency). Focus attention on just one of the civilizations. Ask about each: What can we say about the (Sumerians)? At this point you are asking children to give simple generalizations from specific data. Their tendency to reiterate the charted facts may be avoided by repeating the original question as needed, or by asking additional questions such as: 1) Is what you are saying true of the Sumerians as a whole? 2) Are you thinking of all the information we have on the Sumerians? 3) Can you add something to make your statement important enough for us to remember about this civilization? Some teachers find discussion easier with small groups,especially if the class is oriented to the "read, recite, test" pattern. 39. Let each child write a summary statement for each civilization studied. For example: We remember the (Assyrians) because. . . The (Egyptians) developed a society that. . . The (Minoan) civilization depended on . . . The (Sumerians) were the first to . . . Recall the hypotheses made in Act. 20. Would they change any of their earlier statements?

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Notes to the Teacher	Learning Activities
*The same procedure and criteria here as for Act. 38. Because teachers will have developed some skill in applying these criteria they should aim at discriminating over 5, 7 or even 9 groups for each criterion. Comparisons of individual ranks on this final exercise with previous ones and with Intelligence Tests and Standardized Social Studies Tests will provide useful research data on the effects of the instructional program in these and other aspects of behavior.	Conclusion Let the class contrast and compare orally all the civilizations they have studied. Again, let them observe carefully the time line, the map, and their worksheet. Suggested Question Sequence: Each question should be considered for as long as the class can contribute answers before proceeding to the next one. 1) What things or ideas did each of these societies invent or discover themselves? 2) What things or ideas did they borrow? 3) What things or ideas did they change? 4) In what ways are these civilizations similar? In what ways are they different? 5) In what ways are they similar to or different from prehistoric man? 6) How can you explain these similarities and differences? 7) Can you say anything in general that would apply to all these civilizations? To early man as well?

OBJECTIVES

The objectives listed below are those particularly stressed in this unit. They are greatly shortened versions of the behavioral objectives presented in the master list at the beginning of this Guide. The number in parentheses following each objective refers to the corresponding objective in the master list. The teacher should review the objectives carefully before proceeding with planning for any unit.

a. Listing, grouping, and labeling - concept development (1)

b. Making comparisons (2)

c. Forming generalizations (4)

d. Explaining cause-and-effect relationships (7)

e. Forming hypotheses (8)

f. Sensitivity to feelings and thoughts of others (9)

g. Understanding aspirations of others (10)

h. Conceptualizing one's own values (12)

i. Ability to relate one's own values to those of others (13)

j. Comprehension of concepts and generalizations about the various peoples studied in the unit (17)

Note: Although these objectives are stressed particularly, the teacher should implement additional objectives in the master list where appropriate.

Note: Those points at which Evaluation procedures are described are indicated by an asterisk.

UNIT II

MAIN IDEA: THE ACTIONS OF A PEOPLE ARE INFLUENCED BY THE VALUES THEY HOLD.

Organizing Idea: The daily activities of the ancient Greeks reflected their values.

Contributing Idea: 1. The activities of individuals and societies reflect what they value.

Content Sample: Ancient Greece - a case study

Contributing Idea: 2. Societies, as well as individuals, often differ in their values.

Content Samples: Athens
Sparta

Contributing Idea: 3. Societies sometimes punish those who question established values.

Content Samples: Socrates
Loyalty oaths

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SUGGESTED ORGANIZATION OF THE CLASS

Teaching Plan

The gathering, organizing, and interpreting of information can be accomplished in a variety of ways. Because skill in group process is one of social studies' objectives, the suggested plan below provides for dividing the class into groups at the point where contrasting information is sought in greater depth.

Opener - Act. 4

Total class is introduced to concept of "value"

Act. 5-16

Total class considers activities of ancient Greeks and makes preliminary inferences as to their values

Act. 17

Total class is introduced to concept of "city-state"

Act. 18

1/2 class studies Spartan education

1/2 class studies Athenian education

Act. 19-20

Total class compares and contrasts Spartan and Athenian goals of education with their own school's goals and exchanges information

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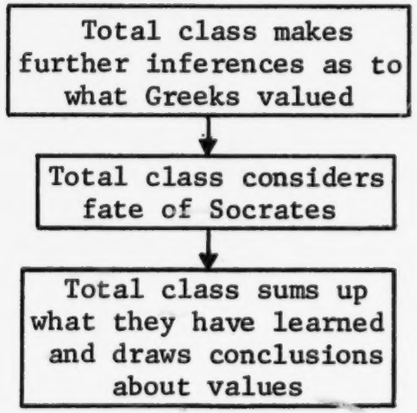
Act. 21-23

Act. 24-29

Act. 30 - Conclusion



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Notes to the Teacher	Learning Activities
Diagnosis The purpose of the Opener is to introduce the concept of *value* to the students. We will return to these responses later as we begin to develop the concept in greater depth.	Opener Have the students write a one-page paper on the topic: What do you think of as really important in life? Why? (Save for later use.) (This could be an oral assignment if you prefer, only be sure to tape-record your discussion so that it can be referred to later.) On the chalkboard, list enough of the responses to practice grouping and categorizing.
Developing Concepts Attitudes, Feelings, and Values This discussion should help students begin to realize that people differ in terms of what they consider important. Because this unit as a whole is concerned with values, particular learning activities dealing with attitudes, feelings, and values will not be identified hereafter. *Evaluation follows Act. 5.	Then discuss with your class: Which of the items on the list are more important to boys? Which of the items on the list are more important to girls? Why? Which of the items on the list would you say are also considered important by parents? Why? Which of the items on the list do you think most of the people in the United States consider important? What could you offer as evidence that Americans consider these things important?

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Notes to the Teacher	Learning Activities

Activities 1-4 attempt to introduce the concept of *value* and to get students thinking about what they mean when they say, "I value this." These activities also introduce the idea that different people "value" different things.

Development

1. Let the students write what they would do if they were given $300 to use in any way they wished. How would they use it? (Avoid the word "spend.")

   From the writings, select several to show the differences that can be found even within one classroom:

   Spending
   Saving
   Wasting
   Giving, etc.

   Ask:

   How can you explain the fact that various members of the class would use this money differently?

Be sure to avoid making any value judgments. Otherwise students will tell you what they think you want to hear rather than give their own opinions.

2. Ask for volunteers who would be willing to have their essays (written in Act. 1) read to the class. (Do not reveal the authors of these essays.)

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Notes to the Teacher	Learning Activities
You may wish once more to point out the difference between *inference* and *evidence* here. (See Note to Teacher in Unit I opposite Act. 24.)	Then: Read the essays that these people wrote in the Opener (or play a section of the tape recording), by their permission, of course. Ask: Do you notice any connection between the two papers? Explain. Who or what influences how we use our money? Can we tell anything about a person from the way he uses his money? Explain. Can we tell anything about other people when they tell us how to use our money? Explain. Alternate Activity: Read two or three of the ways different individuals would use their money. Then ask: What can we tell about people from the way they would use their money? Explain. Then read to the class some examples from the newspaper in which people are using money in some way or another. Ask the class what they can tell about the people involved from the way they are using the money.

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Notes to the Teacher	Learning Activities
The question of how one decides what one values is important and is well worth discussing with your students when the opportunity permits, because it raises the whole question of criteria. You might start your students thinking about various kinds of criteria people use, such as self-interest, "the greatest good for the greatest number," practicality, pleasure, etc. *<u>Evaluation</u> of the last question follows Act. 5.	3. Duplicate the next page or reproduce it on a transparency and let the students, working in pairs, decide in writing what each of these people value. You might wish to work orally on one or two to help them discover implied values. List on a transparency what values the class suggests. Then ask: What conclusion(s) can you draw from the fact that some members of the class saw different values in the same behavior? Then discuss: Which of the values discovered in this exercise are important to you? Which of the values discovered in this exercise are important to others? Are some of these values more important than others? How does one decide? 4. Discuss: What problems might a school have in trying to teach some particular thing which a society values or thinks important for students to learn (for example, honesty)?

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LIST TO BE DUPLICATED FOR ACT. 3

After each sentence write what you think these people value that causes them to behave this way.

1. John ran to school because he was late.

2. Henry practiced kicking the football every spare minute he had.

3. Mr. Jones refused to sell his home to anyone who was not white.

4. Parsees expose the dead to be eaten by vultures.

5. Susan and Alice continually teased a new girl in class. Phyllis joined in, but Mary, watching, kept silent.

6. Mrs. Thompson gave $1.00 to a man who asked her for a cup of coffee.

7. Tim Jones burned his draft card.

8. Hopi Indian children never try to win at games.

9. Modest Chinese women wear a high collar to cover the neck.

10. American soldiers who kill their enemies in wartime are given medals; in peacetime they are imprisoned and sometimes executed.

11. Natives in the Gilbert Islands belch loudly when they are finished eating.

12. Moslems pray five times a day.

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Notes to the Teacher	Learning Activities
	The major thing for students to realize is that in a pluralistic society such as ours, different groups of people will hold different values, and these values often may conflict. Hence, if the school attempts to teach any one set of values as "the" set, it is bound to alienate and confuse a sizable number of its students. They may not realize this now, but will, hopefully, by the conclusion of the unit. Therefore, list and save their replies for later use.
	The activities of individuals and societies reflect what they value. In Act. 5-16, some of the activities of the ancient Greeks are investigated to gain a broader understanding of some of the things people value and to try to determine in what ways the values of others are similar to or different from our own.
Formulating Hypotheses These hypotheses will be checked in Act. 17. *Evaluation of responses to either or both of these questions could be made on the basis of criteria of Variety (Unit I, Act. 6), on the numbers of relevant and plausible Explanations given, and on the numbers of spontaneous Comparisons (Unit I, Act. 29).	5. On a wall map of the Mediterranean area, have a student point out from where the founders of Greece came; the mountainous terrain; the many islands; the coastline; the latitude of Greece. Then ask: What effect might these geographic factors have upon the development of Greece? What other factors might have contributed to its development? Save the replies for later reference.

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Evaluation Exercise

Opener

Developing Concepts

If individual written responses are made to this exercise, they may be evaluated in the following way so that measurements can be made of Objectives 1 and 16.

A. Style This can be determined from the reasons students give for placing one item with another and/or by the label they give a group. The four suggested categories are:

1. Functional (or locational)

   Items are grouped because of a student's personal experience with them, i.e., he groups them because they are specifically important to him and are so because of personal experience. They are essentially selfish and self-centered, e.g., "Bikes and food because I like them," (no reason given).

2. Descriptive

   Items are grouped because of some physical similarity, e.g., "Lake and sea swimming because they're both water and water is fun."

3. Class

   Items are grouped because of some common quality or characteristic which is expressed as an abstraction, e.g., "Reading and skating because they're both leisure."

4. Mixed

   Items are placed in one group when they really belong in more than one. A student usually adds an item which he links to one above for a different reason than has been given for the others.

B. Quality

1. Labels and reasons for grouping may be grouped in order as follows:

   a) The lowest group is Mixed because of the confusion involved.
   b) The next highest is Functional because of the narrow subjective nature of the response.
   c) The highest would be Descriptive and Class because of the implied objectivity. Class groups may be considered higher because of their greater abstractness.

2. Flexibility

   See Unit I, Opener, for details.

3. Abstractness

   This will often be synonymous with Class. See Unit I, Opener, for details.

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Evaluation Exercise

Possible Use of Results

1. Note whether there are any substantial moves towards Class-type or more Abstract labels and away from Mixed and Functional ones between this and the Opener in Unit I.
2. Note changes in the incidence of Flexibility.
3. Note the Inclusiveness and Abstractness of the sentence summaries made from these groupings, and compare results with previous exercises.

Attitudes, Feelings, and Values

"What could you offer as evidence that Americans . . .?"

The following criteria could be used to evaluate responses:

Explaining (Obj. 7,16)

1. Use of factual information The number of relevant facts used in an explanation
2. Use of inferences The number of plausible and relevant inferences that are included in explanations
3. Logical Coherence The extent to which facts and/or inferences and the event to be explained are logically linked.
4. Tentativeness The extent to which students indicate the possiblity of fallibility in explanations.

Learning Activity 3

Attitudes, Feelings, and Values

"How does one decide?"

Responses to this question could be written by individuals prior to a class discussion. The following category and sub-categories could be used:

Ethical Concern (Obj. 9)

a) Expedient Decisions are made on the basis of "my likes" or some other form of self-centered response, or responses are given for reasons that are based on a "because I think so" principle with no further explanation offered.

b) Rule-dominated Unquestioned, or nearly unquestioned, adherence to rules is given as desirable. This may be implicit in the way the response is given, or stated explicitly. No argument is given beyond an implied, "Everyone knows this is what should be done."

c) Fairness Based on a stated belief that people should be fair to each other or that a person should always be treated fairly.

d) Concerned Based on a thoughtful recourse to a few key values, such as altruism and respect for human dignity. Reference is usually made to these few basic ethics by rational argument rather than as truths deriving from a particular authoritative source.

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Notes to the Teacher	Learning Activities
Save these maps for future reference.	6. Have students locate, on an outline map, any of the following as they come across them in their work. Athens, Sparta, Corinth, Mycenae, Olympia, Miletus, Crete, Bay of Salamis, Marathon, Thermopylae, Hellespont, Troy, Thebes, Mt. Olympus, Asia Minor, Mediterranean Sea, Aegean Sea, Knossus, Delphi, Sardis, Macedonia Suggested References: *America's Old World Frontiers*, (Clark and Beeby), pp. 102, 126 *Exploring the Old World*, (Hamer), p. 101 *Story of Nations*, (Rogers) *World Background for American History*, (Eibling), p. 82
*Evaluation of responses could be done on the basis of the criteria Explaining (Unit II, Opener).	7. Have all students read widely about the ancient Greeks to gain a general impression of Greek life. Then give the class specific questions on Greek civilization listed below: Suggested Study Questions: · Who were the Greeks? · When did they live? · Where did they live?

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	· What things did they leave behind (that is, artifacts, writings, etc.) that tell us something about them? · What do your readings indicate that they valued? · What evidence can you offer as an indication of their values? · Do any of their values appear to conflict with one another? Which are consistent and which are not? · Can you offer any evidence to indicate that their values changed over time? Alternate periods of research with the activities which follow. This research is background reading to assist the class in discussion. Point out to the students that they are not necessarily expected to read all these pages. These references indicate mainly where pertinent information can be found when it is needed. Do encourage students to read as much as possible. You will need to help them, however, to learn to read selectively so that they will realize that some books are read in detail; others are only skimmed. Have them take notes on the above questions since they will want to put the information on retrieval charts later on. Suggested References: *America's Old World Frontiers*, (Clark and Beeby), pp. 112-166 *Art of Ancient Greece, The*, (Glubok) *Changing Old World, The*, (Cooper), pp. 86-100 *Classical Greece*, (Bowra), excellent pictures *Everyday Things in Ancient Greece*, (Batsford), throughout *Exploring the Old World*, (Hamer), pp. 97-119 *Golden Days of Greece, The*, (Coolidge), throughout

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Notes to the Teacher	Learning Activities
	Suggested References (Cont'd) *Greece*, (Eliot), pictures *Story of Mankind*, (Van Loon), pp. 49-77 *Story of Nations*, (Rogers), pp. 72-104 *They Lived Like This in Ancient Greece*, (Neurath and Ellis), throughout *World Background for American History*, (Eibling), pp. 79-126
	8. Optional Activity: Show one of the following films if available: *Ancient Greece* *Life in Ancient Greece: Home and Education* *Life in Ancient Greece: Role of the Citizen* *Life in Other Times: Greece: Cradle of Culture* *Life in Other Times: Life in Ancient Greece* Prepare the class ahead of time by asking them to take notes on the following questions: • What is happening in this film? • How are things happening? • Why do you think they are happening in this way?

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	Tell the class to note especially: • What things does the film indicate the Greeks valued? • What things does the film include that they did not find in their reading? • What things does the film omit that were contained in their reading?
These conclusions will be referred to in Act. 30.	How can they explain any differences they notice? Have the class add to their study questions (begun in Act. 7) any further information they do not have.
Time lines are important in that they help students gain a sense of chronology and a framework within which to put events as they occur. You may wish to have students build parallel time lines rather than adding to the one begun in Unit I.	9. Have the students add a new section entitled "Significant Dates in Greek History" to the time line started in Acts.7 and 21 in Unit I. Have students add to it as the study progresses, placing beneath each date a brief statement of why it is important.
These selections all deal with Greek life. You may wish to look over the readings ahead of time and then identify the particular passages you wish the students to read.	10. Divide the class into three groups, each to read one set of the selections given in Appendix 1. Have each group record all the things it feels that its selection indicates the Greeks valued, and give its supporting evidence.

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Notes to the Teacher	Learning Activities
Developing Concepts Inferring and Generalizing	11. Have the class look at some of the pictures listed on one or all of the following pages: Group and label, if you wish. *America's Old World Frontiers*, (Clark and Beeby), pp. 124, 133, 134, 136, 137, 141, 148, 150, 152 *Exploring the Old World*, (Hamer), pp. 102, 104, 105, 106, 109, 113, 114 *World Background for American History*, (Eibling), pp. 88, 90, 92-99, 101, 102, 110-117 1) What do these pictures tell you about the Greeks? 2) Which pictures are different? Similar? Explain. 3) What can we say about the Greeks after looking at these pictures?
*Evaluation of Question 3 could be by criteria of Inclusiveness, Abstractness, Ethnocentrism, Comparison (Unit 1, Act. 12, 13 and 29).	
Exchanging information orally.	12. Have some students give illustrated oral reports on the following aspects of Greek life: · Sculpture · Sports (focus on the Olympic Games) · Architecture · Religion · Drama

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Notes to the Teacher	Learning Activities
Guideline questions for oral reporting are intended to help establish a sense of direction for the reports. They are not intended to indicate certain "right" answers that students will be expected to "come up with." Attitudes, Feelings, and Values *Evaluate the "Why do you think you feel this way?" on the basis of criteria of Explaining (Unit II, Opener) and Variety (Unit 1, Act. 6). Compare results with previous activities of the same kind.	Prepare students ahead of time by giving them the following questions to serve as guidelines. · Describe what the Greeks meant by each of these terms. · What part did this play in Greek life? (Give evidence or examples.) · How did the Greeks feel about each of these? How do you know? · How do you feel about each of these? Why do you think you feel this way? · Were any of these important in Greek life? Why or why not? · Are any of these important in your life? Why or why not? Have the class take notes and add relevant information to the study questions begun in Act. 7. Suggested References: Basic texts will not be adequate here. Have students consult other books and standard reference works, in addition. *America's Old World Frontiers*, (Clark and Beeby), pp. 112-121, 151-152 *Classical Greece*, (Bowra), Ch. 3, 5, 7. Excellent pictures throughout *Greece*, (Eliot), pp. 38-45. Pictures *Story of Mankind*, (Van Loon), pp. 63-66 *Story of Nations*, (Rogers), pp. 86-90; 96-99 *World Background for American History*, (Eibling), pp. 84-86, 109-113

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Notes to the Teacher	Learning Activities
These conclusions will be referred to again in Act. 30. * Apply the criterion of Explaining to both of these. Generally the Similarities comparison will be the most difficult and should therefore be given more weight for evaluation purposes.	13. Have students bring in pictures from newspapers or magazines showing contemporary statues or buildings. Ask: What differences and similarities do you notice between these examples and Greek sculpture and architecture? How can you explain these differences and similarities? Optional Activity: Let one student prepare an illustrated report comparing and contrasting the sculpture and architecture of ancient Egypt with that of classical Greece. Suggested References: *Ancient Egypt*, (Casson) *Classical Greece*, (Bowra) Suggested guideline questions: • What does this sculpture and architecture tell you about the people who created it? Explain. • In what ways are the sculpture and architecture of these two cultures different? • In what ways are they similar? • Which do you prefer? Why?
* The last guideline question could be evaluated by an Ethical Concerns criterion (Unit II, Act. 3) and comparisons made with Act. 3 in size and composition of groups. Appropriate changes may then be made in the instructional program. At this point, you might again explore the concept of criteria by which choices are made.	

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Notes to the Teacher	Learning Activities
	This would be a likely place to have a professor or teacher of art from a nearby junior college or high school visit the class and give his or her opinions on the nature of art. Prepare the class ahead of time, however, by having them ready to ask questions such as: What do we mean by "art?" What does it include? Does "art" differ for different peoples? Explain. Does "art" differ over time? Explain.
Record and save for use in Act. 30 as well as in later units.	14. Have the class read "The Gods and Goddesses of Greece" in *America's Old World Frontiers*, (Clark and Beeby), pp. 115-121. Then ask: What can you say about the religious beliefs of the Greeks?
Save these charts. They will be referred to again later.	15. Let the class exchange the information gathered in Act. 7-14 by having spokesmen from each of the groups formed in Act. 10 report their findings, with the balance of the class using the chart below to take notes.

FINDINGS (EVIDENCE)	VALUES
Spartan mother's comment to her son (Appendix I)	Bravery

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This discussion is intended to help students realize that abstract concepts like bravery, justice, dignity, etc. are not easy to define because there are many different kinds of bravery, etc. and different people will define such concepts in different ways.	Point out to the class that this is only one kind of bravery (to defend the state). What other kinds of bravery can students think of? How are these examples of bravery similar? Different?
This discussion is intended once again to relate the activities of people in the past to the lives of people today. *Evaluation of ability to support opinions with evidence. See Unit II, Opener, and compare results.	16. Have the students refer again to the chart in Act. 15. Ask: How many of the things which the Greeks valued do you think Americans value? In what ways did the values of the Greeks influence their behavior? How do the values that Americans hold influence their behavior? What evidence can you offer to support your viewpoint?

Societies, as well as individuals, often differ in what they value. To deepen an understanding of Greek values, certain aspects of two Greek city-states - Athens and Sparta - will be looked at in depth in Act. 17-22.

You may want to give the class more understanding of the Greek *polis* than is present in the texts. It was more than a political organization. It meant the land and little villages surrounding the city, the community of people to whom one owed allegiance	17. Have a student report on the growth of the city-states in Greece. Prepare him ahead of time by giving him the following questions to serve as a research outline: · What were the city-states? · How did they develop? · What contributions did they make to Greek life?

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Notes to the Teacher	Learning Activities
and to whom one could appeal for justice in face-to-face dialogue, the center for cultural activities, with an emphasis on participation by each citizen. The English language does not have a word that correctly translates *polis*. Teacher Reference: *Classical Greece*, (Bowra)	Suggested References: *America's Old World Frontiers*, (Clark and Beeby), pp. 128-130, 138-140 *Exploring the Old World*, (Hamer), pp. 103-104 *Story of Nations*, (Rogers), pp. 76-83 *World Background for American History*, (Eibling), p. 90. Have the class refer to the hypotheses they made in Act. 5. Would they change any of their statements? Why or why not?
*Evaluate responses to the last question using Ethical Concerns criterion (Unit II, Act. 3) for the first part and Explaining for the second (Unit II, Opener). Note changes in class and individual positions and plan to accelerate change in desired directions for both criteria. A further comparison should be made on the basis of Decentering (see Unit I, Act. 13 and compare).	18. Divide the class in half to read about Spartan and Athenian education. Suggested study questions: · Who was educated? · Who did the teaching? · What did they learn? · What were the goals of education? · What methods were used to encourage striving towards these goals? · Do you approve of the methods which they used? Why or why not? Point out to the class that the way we view another time is always conditioned by how things are done in our own day. Thus we must continually try to ask ourselves: "How would an individual living at that time have felt?"

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Notes to the Teacher	Learning Activities
	Suggested References: *America's Old World Frontiers*, (Clark and Beeby), p 145 *Exploring the Old World*, (Hamer), pp. 109-111 *Voices of the Past, Vol. 1, Readings in Ancient History*, (Hanscom), pp. 91-95 "The Ephebic Oath" "The Training and Education of Spartan Boys" "Pericles' Funeral Oration" *World Background for American History*, (Eibling), pp. 94-99 Optional Activity: Listen to the record: *When Greek Meets Greek*. (This record is difficult to understand without some introduction to it. Accordingly, you should preview it and then generally explain to your class what it is about.) Ask: What does this record describe? What difference in behavior do you notice between the Spartans and the Athenians? What reasons for these differences does the record suggest? What information does the record provide which your texts do not? How would you explain this? You may wish to have students make a chart similar to the one in Act. 15.

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Notes to the Teacher	Learning Activities

FINDINGS (EVIDENCE)	VALUES
Sparta	
Athens	

This is another attempt to relate material from the past to the lives of students today.

*Criteria for the evaluation of these essays will be similar to those used for Unit I, Act. 29, and comparisons should be made on an individual and class basis to note changes on each of the following: Inclusiveness (cover all significant points), Abstractness (use precise abstract terms), Coherence.

19. Have students write a two-page essay comparing and contrasting Spartan and Athenian goals of education with those of their own school.

(This may require students to interview teachers, counselors, and the principal, to check the school constitution, etc. to determine the goals of the school.)

In what ways are they different?
In what ways are they similar?

Alternate activity for less able students:

Have students first list all the Spartan and Athenian goals that they can find and then compare these lists with a similar list of their own school's goals.

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Again, it would be wise for you to point out that these values (for example, honor, courage, etc.) represent a certain kind. There are also other kinds - and a class discussion on the point would help you develop the idea that values are, in many respects, relative. Do not try to come to any definite conclusion at this point, just start students thinking about the idea. This will be returned to later. *Written responses (prior to discussion) to the last question may be evaluated on the last three sub-categories of Ethical Concerns as for Unit II, Act.3, and precise comparisons made for instructional purposes.	20. Divide the class in half. Let students exchange information (from the study questions begun in Act. 7) by taking notes on the information the rest of the class has collected. Let each half of the class select five students, each one to report on what he has found out about one of the last five questions in Act. 7. Let other members of his group then contribute any additional information they can offer. Appoint a student panel to discuss the following, referring to their notes, as well as their thoughts, on Act. 18. Whose educational system did the best job of preparing children to be citizens? Why? (This might be a good place to introduce the idea of absolute vs. relative value through asking questions such as the following): Are there some things that are always better than others? Why or why not? How do we determine what is best? 21. Let the class discuss what they consider to be the most important values of Sparta and Athens as indicated by their education (or other evidence), perhaps organizing it in chart form as follows:

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Notes to the Teacher	Learning Activities

Evidence	Spartan Values	Athenian Values
Educational System	Physical Fitness	Obedience to Law
	Plain Living	Physical Fitness
	Courage	Honor

*Evaluation of ability to support opinions with evidence. See Opener and Act. 16 for criteria and compare results.

Push students here to defend their answers. They should begin to determine what their values are, and thinking through the question of "absolute value" (in a new form) can help them to decide whether or not they think something is really important.

From the above list, select a characteristic that both Sparta and Athens valued and that some Americans value too (such as physical fitness, courage, etc.). What evidence can you offer to support your view that Americans hold such values?

How do the three societies differ in the way they teach children to value physical fitness, courage, etc.?
In which society would this value (pick any one that all three share) be strongest? Why?
Should this be an important value of every society? Why or why not?

22. After many years, Socrates, one of the leaders of Greece, came to believe that only the most intelligent people should run the government of Athens. Today in the United States, many people believe that only the most intelligent students should be educated and that the rest should be taught some kind of job skill.

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	Who might favor this idea? Why? Who might oppose this idea? Why? Would you support this idea? Why or why not?
Inferring and Generalizing * Evaluate responses with criteria of Inclusiveness, Abstractness, Qualification or Explanation, Comparison (Unit I, Acts. 14 and 29).	23. Compare the charted information in Act. 21 with the information charted in Act. 15. Ask: Can you make any statements about what the Greeks valued that would be true of all Greece? Of only part of Greece? What evidence can you give in support of such statements?

Not all values are accepted in any society. To disagree with the values of one's society may be dangerous because societies sometimes punish those who question established values. This idea will be explored in Act. 24-28.

24. Show the motion picture *The Death of Socrates.*

Prepare the class beforehand by having them take notes on the following questions:

What does this film describe?
What does it emphasize?

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Notes to the Teacher	Learning Activities
	Then discuss: What choices of action did Socrates have? Why do you think he chose what he did? Alternate Activity: If you cannot obtain the film, orally paraphrase for the class the fate of Socrates. Then use the same questions as above. (Or combine Act. 24 and 25.) Suggested References: *Classical Greece*, (Bowra), pp. 137-139 *Voices of the Past, Vol. 1, Readings in Ancient History*, (Hanscom), pp. 97-98 *World Background for American History*, (Eibling), pp. 116-117
	25. Read to the class an example of the Socratic method of teaching. Ask: What does this tell you about Socrates? How does this method compare with methods which you have experienced?

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	Suggested References: *Classical Greece*, (Bowra), p. 139 *Voices of the Past, Vol. 1, Readings in Ancient History*, (Hanscom), pp. 98-100
This role-playing activity is intended to increase students' awareness of what it means to hold an "unpopular" belief.	26. Hold a mock trial in which you recreate the trial of Socrates. Suggested questions for the members of the "jury" (the class) to ask of Socrates and his accusers: What is the charge against Socrates? What evidence exists to support this charge? What is Socrates' response to this charge? Then discuss: What would you have done in Socrates' place?
*Evaluation of the first question follows at the end of Act. 32.	27. Read California Loyalty Oath (p. 203) to the class. Then have a student report orally to the class on the following: What were the reasons for the State of California requiring this oath? Ask: In what ways is what this reading describes similar to what happened to Socrates? In what ways is it different?

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*Evaluation of the last question will be on similar criteria to Act. 3 and comparisons made with it in order to decide what remedial action might be necessary.	Ask: Who was "right" in each of these cases? How does one decide?
This is a further attempt to relate incidents that happened in the past to the world of today.	28. Ask the class to see if they know of or can locate other examples of incidents similar to those in Acts. 24 and 27.
	29. Have the class interview other friends, teachers, and adults whom they know to obtain answers to the following question: Are there any kinds of things that it is better not to question? How does one decide?
	30. Have the class once again refer to the conclusions they made in Acts. 8, 13, 14, 15, and 18. Prepare a summarizing chart of what the Greeks valued, based on evidence of this value from their study questions, begun in Act. 7.

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Notes to the Teacher	Learning Activities

Evidence	Valued
Olympic Games Training in sports Statues of athletes Calendar from first Olympiad	Athletic skill
Athena, goddess of wisdom Admired men who spoke with reason Asked questions about everything Discoveries in medicine, science, mathematics Education to train the mind	Thinking
Hired the best artists to build temples Painted pottery	Beauty
Written laws Courts and jurors	Law and order
Citizens voting Citizens must participate Wrote about it, talked about it	Democracy (Athens)

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*Criteria for this concept development activity could be applied to individual written responses or to a checklist filled in as class responses are recorded on the blackboard. The criteria are detailed in the Opener to this unit. Changes in size and composition of groups should be noted for instructional purposes.	31. Alternate Activity: (Easier for some classes) List on the chalkboard things that the Greeks did, anything that the class offers. Then, let them decide what the Greeks valued.

What They Did	What They Valued
Voted for laws, people to run government	Democracy for citizens
Boys learned sports, music, fighting, reading, writing	Trained mind Beautiful body Bravery
Gave prizes for best athletes, best plays	Writing ability Fame, honor
Boys learned Illiad, Odyssey	Poetry Heroes of the past Courage

Another possibility is to list everything first and ask them to group items and categorize before deciding on values.

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This is an attempt to introduce the discrepant event - information that does not "fit" precisely - in order to get students to refine their conception of what the Athenian Greeks valued. *<u>Evaluation</u> of ability to resolve discrepancies. See suggestions for evaluating this following Act. 32.	32. Call attention to the list of values charted in Act. 30 and/or 31. Ask the class how, then, could the Athenians: · Ostracize Themistocles whose brilliant leadership built the Athenian Navy, the walls around Athens, saved them from Persia, etc. · Put Phidias, their most creative sculptor who supervised the building of the famous Parthenon, into jail, where he died. · Put to death Socrates, the outstanding thinker of the times. (According to one historian, the only man in 90 years of democracy sentenced to death.) · Turn against Pericles who led Athens into a (relatively) Golden Age of beauty and prosperity that lasted for 30 years. Ask the class if they can explain why there are inconsistencies between what people do and what they value. Might values change over time? Discuss: Do we determine what a person values by what he says, or by what he <u>does</u>? Explain your reasoning.

*Explanations could be written prior to a class discussion and used for <u>evaluation</u> purposes. Criteria for this would be similar to those used in the Opener with the addition of <u>Comparisons</u> (i.e., the extent to which they bring in examples from other cultures).

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Evaluation Exercise

Learning Activity 27

Theme Comprehension (Obj. 17)

Responses to this question can be judged on the basis of a student's capacity to recognize an underlying theme linking the two situations. The following broad criteria and processare recommended:

1. Theme-based The extent to which students recognize an underlying common theme,e.g., commitment to a carefully thought-out position, based on clear principles,in the face of threats or punitive action.

2. Part theme-based The extent to which responses include comparisons based on a part of the total theme, e.g., they deal with adherence to principles alone.

3. Concrete elements The extent to which the comparison is based on specific, concrete similarities, e.g., physical assault.

Possible Use of Results

1. Note in a column opposite each student's name the group into which his response places him and compare with subsequent exercises of a similar kind.

2. Note the numbers in each group and take immediate steps to reduce any large numbers in the lowest group.

Learning Activity 32

Discrepant Events (Obj. 17,7)

In this exercise responses may be placed in three broad groups.

1. Responses that say in any culture values may conflict and that for any given event in which they do predictions as to how people will behave are difficult to make. To illustrate this they may also draw examples from their own culture.

2. Those responses that explain a particular event (or two of them) in terms of an understandable conflict, but do not put all the events in the same general category.

3. Those that accuse the Greeks of inconsistency and blame them for it.

The principles for this grouping are similar to those described in Act. 27. Results should be treated in the same way as recommended there and comparisons made for instructional purposes.

UNIT II

MAIN IDEA: THE ACTIONS OF A PEOPLE ARE INFLUENCED BY THE VALUES THEY HOLD.

Organizing Idea: The daily activities of the ancient Greeks reflected their values.

Notes to the Teacher	Learning Activities
*The explanations given for each of these statements can be evaluated as for Unit I, Act. 13, and on the basis of a criterion of Variety as in Unit I, Act. 6.	33. Tell the class you are going to give them a checklist to let them determine how much they have learned. Ask them to use their books, notes, and any other materials they need, to cite evidence to support or refute the statements about Greece given below. Then share with the class, having students present their evidence. What evidence can you give to support, refute, or qualify the statements given below? Ask yourself: · What did the Greeks do? How do you know? · Why did they do what they did? · Are these statements true or false, or only partially so? How do you know? 1. The geography of Greece influenced its development. 2. The Greeks learned much from other peoples. 3. Greeks were patriotic and loyal to their own city-state. 4. Religion played an important part in the lives of the ancient Greeks. 5. The Greeks believed in the importance of the individual. 6. The Greeks believed that all the people should have a say in the government. 7. The Greeks loved manly beauty and athletic skill. 8. Architecture, literature, and education were not important to the Greeks. 9. Little of the Greek culture was spread through the lands around the Eastern Mediterranean. 10. The modern world is indebted to the ancient Greeks.

UNIT II

MAIN IDEA: THE ACTIONS OF A PEOPLE ARE INFLUENCED BY THE VALUES THEY HOLD.

Organizing Idea: The daily activities of the ancient Greeks reflected their values.

Notes to the Teacher	Learning Activities
This should provide some evidence on how well students can draw together what they have learned in this unit. The essays may be checked for evidence of having met the criteria described in Unit I, Act. 29, and placed in five or more composite groups as described there. Comparison of the size and composition of groups between that activity and this will provide information teachers may use to rearrange their instructional program.	34. Have the class write an essay on the question: Do values affect behavior?
Inferring and Generalizing *The two activities (35 and 36) should be evaluated on criteria of Inclusiveness, Abstractness, Comparisons (only for Act. 36), Ethnocentrism (as for Unit I, Acts. 14 and 29), and note the cumulative record of the class (as in size of top and bottom groups for each criterion) and individuals. Such a procedure will assist in planning to meet individual and group needs in the next Unit. Responses to the last question in the Conclusion are particularly important for these purposes.	35. Inform the class that they now want to try and draw together what they have learned. Have students refer to their time lines, notes, and maps. Ask: What can you say about the Greeks? In what ways are the Greeks similar to any of the ancient civilizations you studied earlier? In what ways are they different?

UNIT II

MAIN IDEA: THE ACTIONS OF A PEOPLE ARE INFLUENCED BY THE VALUES THEY HOLD.

Organizing Idea: The daily activities of the ancient Greeks reflected their values.

Notes to the Teacher	Learning Activities
	36. Let each student write a summary paragraph or two entitled: "What the Greeks valued"
	Conclusion Hold a culminating discussion on values. Plan a question sequence, for example: • What things did the Greeks value? How do you know? • Did any of their values change over time? How do you know? • What things which the ancient Greeks valued do Americans value? What evidence can you offer in support of your opinion? • Do values influence behavior? Explain. • Can values be changed? How? • What do you think we have been saying about values in this unit?

OBJECTIVES

The objectives listed below are those particularly stressed in this unit. They are greatly shortened versions of the behavioral objectives presented in the master list at the beginning of this Guide. The number in parentheses following each objective refers to the corresponding objective in the master list. The teacher should review the objectives carefully before proceeding with planning for any unit.

a. Listing, grouping, and labeling - concept development (1)

b. Making comparisons (2)

c. Forming generalizations (4)

d. Applying generalizations (5)

e. Explaining cause-and-effect relationships (7)

f. Forming hypotheses (8)

g. Ability to relate one's own values to those of others (13)

h. Comprehension of concepts and generalizations about the various peoples studied in the unit (17)

i. Use of map skills (19)

Note: Although these objectives are stressed particularly, the teacher should implement additional objectives in the master list where appropriate.

Note: Those points at which Evaluation procedures are described are indicated by an asterisk.

UNIT III

MAIN IDEA: IDEAS AND SOCIETIES CHANGE AS THEY COME IN CONTACT WITH THE IDEAS AND ACHIEVEMENTS OF OTHER SOCIETIES.

Organizing Idea: Roman life and ideals changed as the Roman Empire expanded.

Contributing Idea: 1. Ideas and achievements spread in many ways.

Content Samples:
- Phoenician traders
- Alexander the Great
- The Roman army

Contributing Idea: 2. Changes within a society shape the lives and ideals of the society's people.

Content Samples:
- The Roman Republic
- The Roman Empire

Contributing Idea: 3. Though ideas feed on other ideas, they are often changed in the process to suit particular purposes and conditions.

Content Samples:
- Judaism
- Christianity
- Islam
- Egyptian beliefs
- Greek beliefs
- Roman beliefs

UNIT III

MAIN IDEA: IDEAS AND SOCIETIES CHANGE AS THEY COME IN CONTACT WITH THE IDEAS AND ACHIEVEMENTS OF OTHER SOCIETIES.

Organizing Idea: Roman Life and ideals changed as the Roman Empire expanded.

SUGGESTED ORGANIZATION OF THE CLASS

Teaching Plan

The gathering, organizing, and interpreting of information can be accomplished in a variety of ways. Because skill in group process is one of social studies' objectives, the suggested plan below provides for dividing the class into groups at the point where contrasting information is sought in greater depth.

Opener

Total class introduced to idea that ideas and achievements spread in many ways

↓

Act. 1-8

Total class compares and contrasts how ancient Phoenicians and Greeks spread their ideas

↓

Act. 9-22

Total class studies life in ancient Rome in depth and considers ideas and achievements they borrowed

↓

Act. 23-29

Total class considers changes taking place during later years of Roman Empire and draws conclusion about effects which changes in a society can have on people

↓

UNIT III

MAIN IDEA: IDEAS AND SOCIETIES CHANGE AS THEY COME IN CONTACT WITH THE IDEAS AND ACHIEVEMENTS OF OTHER SOCIETIES.

Organizing Idea: Roman Life and ideals changed as the Roman Empire expanded.

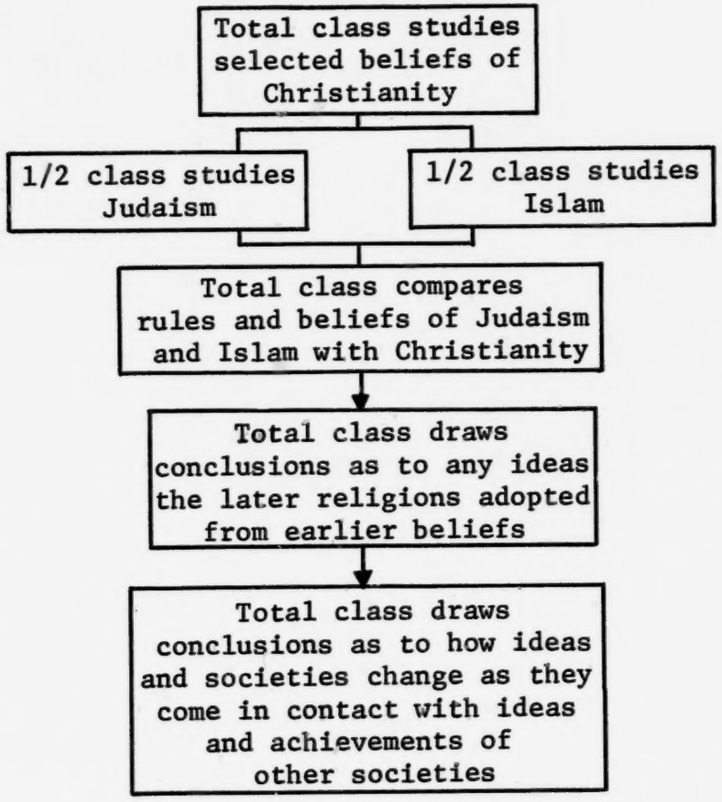
Acts. 30-35

Acts. 36-38

Acts. 39-40

Act. 41

Conclusion



UNIT III

MAIN IDEA: IDEAS AND SOCIETIES CHANGE AS THEY COME IN CONTACT WITH THE IDEAS AND ACHIEVEMENTS OF OTHER SOCIETIES.

Organizing Idea: Roman Life and ideals changed as the Roman Empire expanded.

Notes to the Teacher	Learning Activities
The purpose of this activity is to start students thinking about how ideas and achievements spread.	Opener Select some fad currently popular with seventh graders, such as skirt-lengths, hair styles, shoe styles, etc. Ask: How many of you have or want this_____? How did you first hear of this_____? Where did this idea originate? (They will probably need to consult reference materials to determine this.) How do you think it reached the United States? Now list the following contributions on the board, or place on a transparency. (Do not list the civilizations identified in parentheses.) The alphabet (Phoenicians) A law code (Sumerians) Automobile wheels (Sumerians) Axes, hammers, and saws (Stone Age Man) Iron pots and pans (Mesopotamians) The calendar (Egyptians) Arithmetic (Sumerians) The idea that man is capable of governing himself (Greeks) A system of writing (Sumerians) Then ask: 1) How many of these do we find in the United States today?
Record and save for later reference. Students' answers will be referred to in Act. 8.	

UNIT III

MAIN IDEA: IDEAS AND SOCIETIES CHANGE AS THEY COME IN CONTACT WITH THE IDEAS AND ACHIEVEMENTS OF OTHER SOCIETIES.

Organizing Idea: Roman Life and ideals changed as the Roman Empire expanded.

Notes to the Teacher	Learning Activities
Have the class review its work in the previous units in order to determine this. Save for later reference.	2) From where did each of these things come? 3) How do you suppose each of these got to the United States?

Activities 1-8 introduce the thought that ideas and achievements spread in many ways. In this regard, the ancient Phoenicians and Greeks are briefly compared and contrasted as a lead-in to a depth study of ancient Rome.

Development

1. Have the class look at the chart on page 84 of *Exploring the Old World*, (Hamer); page 114 of *World Background for American History*, (Eibling); or page 58 of *Story of Nations*, (Rogers).

   Ask:

   What does this chart seem to indicate about how the Greek and Latin (Roman) alphabets developed?
   How do you suppose that later peoples learned of the wheel developed by the Sumerians?

   OR

   Duplicate or place on a transparency the development of the wheel illustrated on page 49 of *Story of Nations*, (Rogers). Ask:

   What does this illustration seem to indicate about how the wheel developed?
   How do you suppose that later peoples learned of the wheel developed by the Sumerians?

2. Give the following data to your class.

UNIT III

MAIN IDEA: IDEAS AND SOCIETIES CHANGE AS THEY COME IN CONTACT WITH THE IDEAS AND ACHIEVEMENTS OF OTHER SOCIETIES.

Organizing Idea: Roman Life and ideals changed as the Roman Empire expanded.

Notes to the Teacher	Learning Activities

Formulating Hypotheses The Opener and Act. 1 also offer opportunities for hypothesizing. These hypotheses in Act. 2 will be checked in Act 4 and 9.

Phoenicia	Greece	Rome
Lacked enough fertile soil to support her people	Lacked fertile soil to support her people	Possessed enought fertile soil to support her people
Good harbors faced west	Important harbors and islands were on eastern coast	Best harbors and most fertile lands faced west

Have them consult a map showing the location of these three cultures. (See maps in *Story of Nations*, pp. 59, 70, 108, or in any good atlas).

Then ask:

What effect might these factors (or lack of) have on the actions of these people? (For example, they caused the Greeks and Phoenicians to become traders.)

Using time lines to help students gain a sense of chronology.

3. Read again about the Phoenicians. (Locate the period in which they lived on the time line begun in Act. 7, Unit I.)

MAIN IDEA: IDEAS AND SOCIETIES CHANGE AS THEY COME IN CONTACT WITH THE IDEAS AND ACHIEVEMENTS OF OTHER SOCIETIES.

Organizing Idea: Roman Life and ideals changed as the Roman Empire expanded.

Notes to the Teacher	Learning Activities
	Suggested References: *America's Old World Frontiers*, (Clark), pp. 85-97 *Exploring the Old World*, (Hamer), pp. 83-84 *Story of Nations*, (Rogers), pp. 57-58 *World Background for American History*, (Eibling), pp. 46-47 Let the class reconsider the hypotheses they offered in Act. 2. Ask the students: Would they change the hypotheses in any way? Why or why not?
	4. On a map of the Mediterranean, have the class determine the extent of Phoenician trade and the location of the colonies that Phoenicia established. (See maps, p. 86, *America's Old World Frontiers*, (Clark), and p. 59, *Story of Nations*, (Rogers). It has been said that "the Phoenicians carried civilization westward." Ask the students: What do you think this means? How did they do this? What effect do you think such "carrying" had?

UNIT III

MAIN IDEA: IDEAS AND SOCIETIES CHANGE AS THEY COME IN CONTACT WITH THE IDEAS AND ACHIEVEMENTS OF OTHER SOCIETIES.

Organizing Idea: Roman Life and ideals changed as the Roman Empire expanded.

Notes to the Teacher	Learning Activities
Research questions like those suggested here help students focus on important points. It is important, however, to help students become able to prepare their own questions as guidelines, and thus it is wise to repeatedly discuss with them what things are important to look for and the criteria by which they are judged important.	5. Have one student do library research and give an oral report on Alexander the Great. Identify when he lived on the time line begun in Act. 7, Unit I. Prepare the reporter beforehand by giving him the following research questions to serve as a guide to gathering relevant information: • Who was Alexander? • When and where did he live? • How did he come to power? • What did he do that makes him worth remembering?
Map skills	6. On a map of the Mediterranean area, have the class locate the extent of Alexander the Great's empire. See maps, p. 156, *America's Old World Frontiers*, (Clark and Beeby), p. 116, *Exploring the Old World*, (Hamer), or p. 102, *Story of Nations*, (Rogers). Then let the class read in order to answer the following questions: What ideas or achievements did Alexander spread? How did he spread these ideas or achievements? Suggested References: Have the class consult other books and standard reference works in addition, since the references listed below will not be sufficient. *America's Old World Frontiers*, (Clark and Beeby), pp. 157-161 *Exploring the Old World*, (Hamer), pp. 115-116 *Story of Nations*, (Rogers), pp. 101-104

UNIT III

MAIN IDEA: IDEAS AND SOCIETIES CHANGE AS THEY COME IN CONTACT WITH THE IDEAS AND ACHIEVEMENTS OF OTHER SOCIETIES.

Organizing Idea: Roman Life and ideals changed as the Roman Empire expanded.

Notes to the Teacher	Learning Activities
Drawing conclusions Save the papers. They will be referred to in Act. 28. *Evaluation of written responses (or oral responses checked against a list of criteria) could be made on a criterion of Explaining (Unit I, Act. 18 and Unit II, Opener).	7. Ask the class to compare and contrast in writing the manner in which the Phoenicians and the Greeks (under Alexander) spread their ideas and achievements. What differences do you notice? How can you explain these similarities and differences?
	8. Have the class reconsider the contributions listed in the Opener. Do the students have any more ideas about how the listed items might have reached the United States?

Activities 9-29 constitute a study in some depth of ancient Rome. The purpose is to help students realize that changes within a society shape to some extent the lives and ideals of the people within that society. Life in Rome during the days of the Republic and during the days of the Empire is compared and contrasted with that in mind.

	9. Refer the class to the map of the Mediterranean area on pp. 34-35 of *Exploring the Old World*, (Hamer). Have the class compare and contrast Italy and Greece with regard to their: Size Coast line Terrain Latitude Rainfall

UNIT III

MAIN IDEA: IDEAS AND SOCIETIES CHANGE AS THEY COME IN CONTACT WITH THE IDEAS AND ACHIEVEMENTS OF OTHER SOCIETIES.

Organizing Idea: Roman Life and ideals changed as the Roman Empire expanded.

Notes to the Teacher	Learning Activities
	Then ask: What differences do you notice? How might these differences affect the activities of the people in these two countries? Again have the students return to the hypotheses they offered in Act. 2. Would they modify them further? Why, or why not?
Data collection The purpose of this activity is to introduce the students to the Romans and to give them some background on Rome's origins and characteristics.	10. Have the class look at the map on p. 124 of *Exploring the Old World*, (Hamer), and then read about the geography and people of early Rome. Suggested Study Questions: · Who were the Romans? · When did they live? · Where did they live? · What problems did they face? · How did they deal with these problems? Suggested References: *America's Old World Frontiers*, (Clark), pp. 171-180, 189-204 *Exploring the Old World*, (Hamer), pp. 123-126, 128

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MAIN IDEA: IDEAS AND SOCIETIES CHANGE AS THEY COME IN CONTACT WITH THE IDEAS AND ACHIEVEMENTS OF OTHER SOCIETIES.

Organizing Idea: Roman Life and ideals changed as the Roman Empire expanded.

Notes to the Teacher	Learning Activities
	Suggested References (Cont'd) *Story of Nations*, (Rogers), pp. 109-111, 113-116 *World Background for American History*, (Eibling), pp. 131-135, 138-140, 142-145
Data collection Through this activity the students can gain some idea that as Rome's influence grew,its ideas and achievements spread, especially through military conquest.	11. Let a student interested in military history give an oral report (using maps if possible) on the Punic Wars. Prepare him ahead of time by giving him the following question sequence, which can also serve as a guide for note-taking by the rest of the class. 1) What happened during these wars? 2) Where did these things happen? 3) When did these things happen? 4) How did these things happen? 5) Why did these things happen? 6) What were the results? Suggested References: *America's Old World Frontiers*, (Clark and Beeby), pp. 192-204 *Caesar and Christ*, (Durant), pp. 39-55 *Imperial Rome*, (Hadas), pp. 37-39 *Story of Mankind, The*, (Van Loon), pp. 80-95 *Story of Nations*, (Rogers), pp. 113-116 *World Background for American History*, (Eibling), pp. 142-145

UNIT III

MAIN IDEA: IDEAS AND SOCIETIES CHANGE AS THEY COME IN CONTACT WITH THE IDEAS AND ACHIEVEMENTS OF OTHER SOCIETIES.

Organizing Idea: Roman Life and ideals changed as the Roman Empire expanded.

Notes to the Teacher	Learning Activities
	12. Have the class locate the extent of the Carthaginian empire on a map of the Mediterranean. Identify the period during which Carthage flourished on the time line developed in Act. 7, Unit I. It has been said that after the destruction of Carthage, "the Mediterranean became a Roman lake." Ask the class: What does this mean? What evidence can you offer to support or refute this statement?
*Time Charts Students could be asked to select a particular time-point on the chart and by looking at the coincidence of events from different cultures make an interpretive statement about them all. Evaluate these on criteria of Inclusiveness, Abstractness, Unit I, Act. 14. Or, take any one culture and make an interpretive statement (or statements) about the items along its time line, i.e.,read horizontally.	13. Have each student add a new section, entitled "Ancient Rome," to the time line begun in Act. 7, Unit I, or develop a separate but parallel one to deal with Rome.
Formulating Hypotheses Developing Concepts Save the labeled groups for future use. *Evaluate individual or class reasons for grouping and labeling on the same criteria as for Unit II, Opener,and note changes for instructional purposes.	14. Refer the class to the maps on pp. 130 and 362 of *Exploring the Old World*, (Hamer). Ask the class to identify what countries today were once part of the Roman Empire. Ask the class to hypothesize what was necessary in order to hold such a vast area together, and maintain peace for 200 years. List the class' suggestions on the board. Group and label.

UNIT III

MAIN IDEA: IDEAS AND SOCIETIES CHANGE AS THEY COME IN CONTACT WITH THE IDEAS AND ACHIEVEMENTS OF OTHER SOCIETIES.

Organizing Idea: Roman Life and ideals changed as the Roman Empire expanded.

Notes to the Teacher	Learning Activities
<u>Attitudes, Feelings, and Values</u> The second, third, and fourth questions get at values. Alternate periods of individual research with Act. 16-28.	15. Have the total class start reading about Roman civilization during the days of the Republic and Empire from at least two of the sources listed below. Library research may be necessary since the basic texts will probably be inadequate. Inform the class that you will ask them to report orally on these questions later. Suggested Study Questions: · What things did the Romans leave behind (for example, artifacts and writings) which tell us something about them? · What do your readings indicate that they valued? · Do any of these conflict with each other? Explain. · Can you offer any evidence to indicate that their values changed over time? · What happened to the Romans? Why? · How would you describe the Romans? Why? Suggested References: *America's Old World Frontiers*, (Clark and Beeby), pp. 207-236 *Caesar and Christ*, (Durant), here and there *Exploring the Old World*, (Hamer), pp. 133-140 *Imperial Rome*, (Hadas), pp. 79-88, 103-110 *Story of Nations*, (Rogers), pp. 123-132 *World Background for American History*, (Eibling), pp. 155-163 Optional Activity: Show one of the following: *Ancient Rome* *Rise of the Roman Empire, The*
Films are useful not only as a source of additional information but also because they often demonstrate that source materials do not agree.	

UNIT III

MAIN IDEA: IDEAS AND SOCIETIES CHANGE AS THEY COME IN CONTACT WITH THE IDEAS AND ACHIEVEMENTS OF OTHER SOCIETIES.

Organizing Idea: Roman Life and ideals changed as the Roman Empire expanded.

Notes to the Teacher	Learning Activities
Comparison and Contrast	Prepare the class ahead of time by asking them to note specifically the following: What is happening in this film? What examples of Roman life does the film include which they did not find in their reading? What examples of Roman life does the film omit that were contained in their reading? Have the class add to their study questions any further information that they do not have.
	16. Add to the time line from Act. 13, Unit III, any dates which the class feels are significant. Be sure that they add a brief statement underneath each date explaining why they feel the date is important. Distinguish on the time line between the period of the Roman Republic and that of the Roman Empire.
	17. Have some students give illustrated oral reports on the following aspects of Roman life during the days of the Republic and the Empire. The early Roman family Sports and entertainment (focus on gladiatorial contests and chariot races) Architecture and engineering (include roads, aqueducts, and public baths)

UNIT III

MAIN IDEA: IDEAS AND SOCIETIES CHANGE AS THEY COME IN CONTACT WITH THE IDEAS AND ACHIEVEMENTS OF OTHER SOCIETIES.

Organizing Idea: Roman Life and ideals changed as the Roman Empire expanded.

Notes to the Teacher	Learning Activities
	Education Religion Drama
<u>Attitudes, Feelings, and Values</u> These questions are intended to help students identify things which Romans considered important and to relate historical data to life today. Activities 17-21 all deal with values. *Responses to 3 could be evaluated on the criteria of <u>Ethical Concern</u> (Unit II, Opener). <u>Tentativeness</u> would be a particularly important factor for 5.	Prepare them ahead of time by giving them the following questions to serve as guidelines: 1) What part did each play in Roman life? (Give evidence) 2) How did the Romans feel about each of these? How do you know? 3) How do you feel about each of these? Why? 4) Were any of these particularly important to the Romans? Explain. 5) Are any of these particularly important to Americans? Explain. Have the class take notes and add relevant information which they do not possess to the study questions begun in Act. 12. Suggested References: Basic texts will not be adequate here. Have students consult other books in addition to standard reference works. *America's Old World Frontiers*, (Clark and Beeby), pp. 207-236, 248-249 *Imperial Rome*, (Hadas), Ch. 4, 5, and 6. Pictures excellent throughout. *Roman Way, The*, (Hamilton), here and there *Story of Nations*, (Rogers), pp. 123-132 *World Background for American History*, (Eibling), pp. 155-163

UNIT III

MAIN IDEA: IDEAS AND SOCIETIES CHANGE AS THEY COME IN CONTACT WITH THE IDEAS AND ACHIEVEMENTS OF OTHER SOCIETIES.

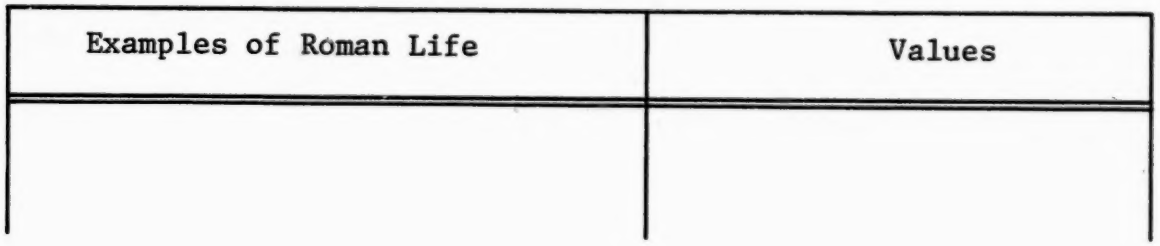
Organizing Idea: Roman Life and ideals changed as the Roman Empire expanded.

Notes to the Teacher	Learning Activities
<u>Attitudes, Feelings, and Values</u> These materials offer insights into what the Romans valued.	18. Divide the class into three groups each to read a set of selections given in Appendix II. Have each group record all the things that its selection indicates the Romans valued and give its supporting evidence from the selection and from previous readings.
This activity is intended to help students realize that there are certain kinds of activity that are common to all times and places, as well as to provide insight into additional Roman values.	19. Begin a bulletin board display comparing and contrasting the sculpture and architecture of ancient Rome with that of ancient Egypt, ancient Greece, and modern-day America. Appoint a committee to prepare a key to the display pointing up as many similarities and differences as possible. (See the following *Time-Life* World Library Books.) *Ancient Egypt*, (Casson) *Classical Greece*, (Bowra) *Imperial Rome*, (Hadas) Then discuss: What do these examples tell you about what these civilizations valued?
<u>Attitudes, Feelings, and Values</u> Here the students are asked to infer the existence of values from evidence.	20. Let the class exchange information by having a spokesman from each of the groups formed in Act. 18 report his group's findings with the balance of the class using the chart below to take notes.

UNIT III

MAIN IDEA: IDEAS AND SOCIETIES CHANGE AS THEY COME IN CONTACT WITH THE IDEAS AND ACHIEVEMENTS OF OTHER SOCIETIES.

Organizing Idea: Roman Life and ideals changed as the Roman Empire expanded.

Notes to the Teacher	Learning Activities
It may be wise to review the difference **between evidence and inference.** (See Notes to Teacher, Act. 24, Unit I.)	
*Treat evaluation as for Act. 7 and compare results so that the instructional programs may be organized for class or individual needs.	21. Ask the class to refer back to the chart on Greek values formed in Act. 15, 30, and 31 in Unit II. List on the board (or a transparency) those things which the Greeks valued and then alongside that, list those things which the Romans valued.
Drawing conclusions from data.	Ask: In what ways were the values of the Greeks and Romans different? In what ways were the values of the Greeks and Romans similar? How would you explain these similarities and differences?
	Now have the class refer to their notes, study questions, the time line, and any other information which they might have on Greece and Rome.
The purpose of this question is to get at the thought that ideas and achievements spread in many ways.	Ask: What evidence can you offer to suggest that the Romans borrowed ideas and achievements from the Greeks? What evidence can you offer that the Romans changed any of these ideas or achievements? How did these borrowed ideas and achievements affect Roman life?
Save the contributions of the class for use in the conclusion.	

UNIT III

MAIN IDEA: IDEAS AND SOCIETIES CHANGE AS THEY COME IN CONTACT WITH THE IDEAS AND ACHIEVEMENTS OF OTHER SOCIETIES.

Organizing Idea: Roman Life and ideals changed as the Roman Empire expanded.

Notes to the Teacher	Learning Activities
	22. Have the class bring in pictures, cartoons, articles, etc., of contemporary examples of ideas or achievements which illustrate some relationship or connection to ancient Rome. Ask: How do you suppose each of these ideas or achievements reached the United States?
<u>Developing Concepts</u> Many times the pictures in state-adopted textbooks provide insights above and beyond the written material included in the text.	23. Read to the class from *Panorama of the Past, Vol. 1*, (Snyder), "Pax Romana," pp. 109-111. Ask the class to list as much evidence in the reading as they can find that the author feels characterized the Roman Peace. List these on the board. Group and label. 24. Have the class look at the following set of pictures in *America's Old World Frontiers*, (Clark): pp. 185, 208, 212, 216, 218, 219, 228, 229, 235, 244, 259. Discuss: What changes, if any, in Roman life do you notice? Explain.

UNIT III

MAIN IDEA: IDEAS AND SOCIETIES CHANGE AS THEY COME IN CONTACT WITH THE IDEAS AND ACHIEVEMENTS OF OTHER SOCIETIES.

Organizing Idea: Roman Life and ideals changed as the Roman Empire expanded.

Notes to the Teacher	Learning Activities
	25. If available, show the motion picture *The Decline of the Roman Empire*. Prepare the class beforehand by asking them to take notes on the following questions: 1) What changes appear to be taking place? 2) Who was affected by these changes? 3) Who or what was helping to bring change about? 4) Who or what was trying to prevent change? Why? 5) What were the consequences of these changes, that is how was Roman life affected by these changes? OR Alternate Activity: Let the total class read to see how many changes took place in the later days of the Roman Empire. Suggested References: *America's Old World Frontiers*, (Clark and Beeby), pp. 214-218, 220-221, 248-249 "Description of Roman Society, A," in *The Human Adventure*, Vol. 1, (Eisen and Filler, eds.), pp. 71-74 *Imperial Rome*, (Hadas), pp. 140-156 *Story of Nations*, (Rogers), pp. 120-122, 133-138 *World Background for American History*, (Eibling), pp. 163-178 Use the same questions as above.

UNIT III

MAIN IDEA: IDEAS AND SOCIETIES CHANGE AS THEY COME IN CONTACT WITH THE IDEAS AND ACHIEVEMENTS OF OTHER SOCIETIES.

Organizing Idea: Roman Life and ideals changed as the Roman Empire expanded.

Notes to the Teacher	Learning Activities
	Optional Activity: Do both of the activities listed immediately above. Then discuss: What does your reading include which the film did not? What does the film include which your reading did not?
Organizing information	26. Have the class organize the information they have gathered into chart form similar to that presented below:

Characteristics of the Roman Peace	Changes which were Occurring in Later Years	Reasons for these Changes
Laws Able governors Good roads Strong army	Increased unemployment of many High taxes	Economic depression
	Decline of cities in west Shrinking population	Expansion of empire stopped
	Politicians leaving the city to live in country	Wars made cities unsafe

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Organizing Idea: Roman Life and ideals changed as the Roman Empire expanded.

Notes to the Teacher	Learning Activities
Letters should be evaluated on criteria of Inclusiveness (particular care should be taken to see whether students deal with concerns and are not distracted into other areas) and Decentering (see Unit I, Act. 22). Any total class and/or individual inadequacies in these two areas should be used to guide changes in the instructional program.	27. Have the class imagine that they are citizens of Rome. Let them write letters to friends in other cities in which they try to describe what different things Romans had been concerned with during the days of the Republic, how these concerns had begun to change during the later days of the Empire, and then how they would attempt to explain these changes. Read a few of these explanations to the class, and then discuss which of the explanations the class believes to be most likely and why.
The purpose of this activity is to relate historical occurrences to contemporary examples.	28. Have students bring to class as many examples of change taking place in their own community as they can find (for example, freeways, housing developments, and new buildings) or in the United States as a whole. Ask: 1) What factors bring about such changes? 2) How are the changes which are taking place in the local community and the effects of these changes different from those which took place in ancient Rome? Similar to? 3) In what ways is the life of the community or of the country being affected by these changes? Have the class refer again to the chart organized in Act. 26, as well as the list of items presented in the Opener and the written comparisons they made in Act. 7. Then ask:
*Responses to 3 should be evaluated on Decentering [i.e., whether they deal with community (other than personal efforts], Abstractness (i.e., whether they express these in abstract terms instead of as specific concrete instances) and Feelings (i.e., whether they mention effects on non-material as well as on material factors).	

UNIT III

MAIN IDEA: IDEAS AND SOCIETIES CHANGE AS THEY COME IN CONTACT WITH THE IDEAS AND ACHIEVEMENTS OF OTHER SOCIETIES.

Organizing Idea: Roman Life and ideals changed as the Roman Empire expanded.

Notes to the Teacher	Learning Activities
*Evaluate responses to 1 on criteria of Variety (see Unit I, Act. 13,i.e.,a full range and suitable balance between non-material and material factors), Abstractness, and Qualification (Unit I, Act. 14,i.e.,note the spontaneous explanations that are given before they answer 2).	1) What conclusions can you draw about the effects on people which changes in a society have? 2) What evidence can you offer to support your conclusions?
*Essays These can be sorted into 3 or 5 groups on the basis of criteria of Inclusiveness, Abstractness, Coherence and Comparisons (see Unit I, Act. 24, and compare results to note changes and to plan program).	29. Have the class write brief essays on the topic: "How Changes Can Affect People's Lives" Ask them to give as many examples as they can from their studies to support their reasoning.

Ideas feed on other ideas. The Romans, for example, borrowed many of their religious ideas from the Greeks. Islam and Christianity both were influenced by Judaism. Activities 30-41 develop the generalization that ideas are often changed to suit particular purposes and conditions.

30. Let the class read about a new idea that was spreading throughout the Roman empire, Christianity.

Suggested Study Questions:

- When and where did this idea begin?
- How did it begin? Who was its founder?
- Who were the teachers and leaders of this idea?

UNIT III

MAIN IDEA: IDEAS AND SOCIETIES CHANGE AS THEY COME IN CONTACT WITH THE IDEAS AND ACHIEVEMENTS OF OTHER SOCIETIES.

Organizing Idea: Roman Life and ideals changed as the Roman Empire expanded.

Notes to the Teacher	Learning Activities

- Describe its god or gods.
- What conditions led to the spread of the idea?
- Who opposed its spread?
- What problems did it face?
- What rules (ethics) did the supporters and followers of the idea have to guide them?
    - What do the rules say about the treatment of animals, plants, money, and other things?
    - What do the rules say about the treatment of other people?
    - What rewards are offered for obeying these rules?

Suggested References:

America's Old World Frontiers, (Clark and Beeby), pp. 250-254, 267-280
Changing Old World, The, (Cooper), pp. 39-41, 149
Exploring the Old World, (Hamer), pp. 86-87
First Book of Ancient Bible Lands, The, (Robinson), pp. 49-63
Readings in Ancient History: Voices of the Past, (Hanscom), pp. 178-201
Religions of Man, The, (Smith), pp. 266-309
Story of Mankind, The, (Van Loon), pp. 110-114, 120-127
Story of Nations, (Rogers), pp. 147-156
World Background for American History, (Eibling), pp. 163-165, 169-170, 196-197, 216-225
World's Great Religions, The, (Life Editorial Staff), pp. 145-152
World's History, The, (Lane), pp. 155-160

UNIT III

MAIN IDEA: IDEAS AND SOCIETIES CHANGE AS THEY COME IN CONTACT WITH THE IDEAS AND ACHIEVEMENTS OF OTHER SOCIETIES.

Organizing Idea: Roman Life and ideals changed as the Roman Empire expanded.

Notes to the Teacher	Learning Activities
Organizing information Though the chart is partially filled in, you need not give all this information to your class, but you can use part of it for examples and for later additions.	31. Have the class begin to organize some of the information with which they will be working by means of an individual chart similar to the one below. (Save for later use.) Instruct students to add columns for Islam and Judaism, but explain that they will deal only with Christianity at present.

	Rules for Behavior	Key Beliefs
Christianity	Turn the other cheek Love your enemies Judge not	Only one God God is a father Every individual is God's own child Men are brothers Cross is symbol of faith Meek shall inherit the earth
Islam		
Judaism		

UNIT III

MAIN IDEA: IDEAS AND SOCIETIES CHANGE AS THEY COME IN CONTACT WITH THE IDEAS AND ACHIEVEMENTS OF OTHER SOCIETIES.

Organizing Idea: Roman Life and ideals changed as the Roman Empire expanded.

Notes to the Teacher	Learning Activities
	32. Let the total class review what they have learned about Egyptian civilization by reading from two of the sources below. Library research may be necessary if the texts which you have do not contain sufficient information. Inform them that you will ask them to report orally on this outline later. Suggested References: *America's Old World Frontiers*, (Clark and Beeby), pp. 32-41 *Civilization Past and Present*, (Wallbank and Taylor), pp. 62-64 *Story of Civilization: Our Oriental Heritage, The*, (Durant), pp. 197-199, 202-205 *Story of Mankind, The*, (Van Loon), pp. 20-26 *Story of Nations*, (Rogers), pp. 22-37 *World Background for American History*, (Eibling), pp. 53-60 Duplicate the worksheet below for your students: Generalizations are statements or conclusions from many separate pieces of evidence. As you read, try to find some evidence to support or refute the generalizations given below. Ask yourself: What did the Egyptians do? How do you know? Why did they do what they did? Are these statements true or false? How do you know?

UNIT III

MAIN IDEA: IDEAS AND SOCIETIES CHANGE AS THEY COME IN CONTACT WITH THE IDEAS AND ACHIEVEMENTS OF OTHER SOCIETIES.

Organizing Idea: Roman Life and ideals changed as the Roman Empire expanded.

Notes to the Teacher	Learning Activities
	• The Egyptians believed that everything in the world could be explained by the actions of some god or spirit. • The pyramids were symbols of the faith of the ancient Egyptians and the power of their Pharaohs. • The Egyptians were more concerned with this life than they were with life after death. • The ordinary Egyptian felt he had no chance for immortality • Egyptian art was not influenced by religion. • In Egyptian society the priests had great power. • Egyptians viewed eternal life as a reward for good conduct on Earth.
	33. Have students write a page in an imaginary diary entitled, "What Egyptians Were Most Concerned With." Read several aloud to the class and ask them to note what things seem to be mentioned most frequently. Save these for later use.
	34. Have the class read about Greek gods and goddesses and then discuss: What did the Greeks believe about their gods? In what ways were Greek beliefs similar to or different from those of the Egyptians?

UNIT III

MAIN IDEA: IDEAS AND SOCIETIES CHANGE AS THEY COME IN CONTACT WITH THE IDEAS AND ACHIEVEMENTS OF OTHER SOCIETIES.

Organizing Idea: Roman Life and ideals changed as the Roman Empire expanded.

Notes to the Teacher	Learning Activities
	Suggested References: *America's Old World Frontiers*, (Clark), pp. 115-121, 143, 150, 152 *Greek Gods and Heroes*, (Graves) *Hercules and Other Tales from Greek Myths*, (Coolidge) *Magic and the Sword, The*, (Cox) *World Background for American History*, (Eibling), pp. 84, 86-87
Save the responses for use in Act. 41.	35. Now have the class read about Roman gods and goddesses. Then discuss: 1) What did the Romans believe about their gods? 2) What differences do you notice between Egyptian, Greek, and Roman beliefs? Suggested References: Have the class consult encyclopedias and other standard reference works in addition since the texts are inadequate. *Story of Nations*, (Rogers), p. 127 *America's Old World Frontiers*, (Clark and Beeby), pp. 248-249 Ask: What evidence can you offer to suggest that the Romans borrowed some of their religious ideas from the Greeks?

UNIT III

MAIN IDEA: IDEAS AND SOCIETIES CHANGE AS THEY COME IN CONTACT WITH THE IDEAS AND ACHIEVEMENTS OF OTHER SOCIETIES.

Organizing Idea: Roman Life and ideals changed as the Roman Empire expanded.

Notes to the Teacher	Learning Activities
Data collection for later comparison and contrast.	36. Divide the class in half to begin collecting basic information on another two of the world's major religions in order to compare them with Christianity. Use the same study questions as suggested in Act. 30 as a basic guideline and stress the importance of citing evidence to support any answers given. Inform the class that there <u>may</u> not be answers to some questions, but that they will be expected to tell what they have done to <u>try and find</u> information before they decided that there was none. Let the class spend several "research days" collecting and compiling their information.

Suggested References:

Books	Judaism	Islam
America's Old World Frontiers, (Clark and Beeby)	14, 69-81	283-296
Builders of the Old World, (Hartman)	99-106	211-215
Changing World, The, (Cooper)	36-39	41-44
Exploring the Old World, (Hamer)	84-86	87-88
Readings in Ancient History: Voices of the Past, (Hanscom)	51-65	8-10
Religions of Man, The, (Smith)	225-266	193-225
Story of Mankind, The, (Van Loon)	34-41	127-132
Story of Nations, (Rogers)	143-146	156-161
World Background for American History, (Eibling)	45-46, 163-164, 290	186-191, 290-295
World's Great Religions, The, (Life Editorial Staff)	97-118	77-96
World's History, The, (Lane)	65-69, 155	168-176

UNIT III

MAIN IDEA: IDEAS AND SOCIETIES CHANGE AS THEY COME IN CONTACT WITH THE IDEAS AND ACHIEVEMENTS OF OTHER SOCIETIES.

Organizing Idea: Roman Life and ideals changed as the Roman Empire expanded.

Notes to the Teacher	Learning Activities
	Optional Activity: Show the film *Major Religions of the World*. Let the class refer to their study questions. (See Act. 30.) Have them add any additional information from the film that they do not have.

37. Let each half of the class exchange the information that they have gathered with the balance of the class, and have students add relevant information to the chart begun in Act. 31.

Judaism	You shall not kill You shall not steal Honor Father and Mother	Man fashioned in image of god Only one god Life not a burden to be escaped, but God's gift to be lived fully according to his will God is a personal god Key concern is to find God's will in things

UNIT III

MAIN IDEA: IDEAS AND SOCIETIES CHANGE AS THEY COME IN CONTACT WITH THE IDEAS AND ACHIEVEMENTS OF OTHER SOCIETIES.

Organizing Idea: Roman Life and ideals changed as the Roman Empire expanded.

Notes to the Teacher	Learning Activities

Islam	Honor parents Aid the poor Protect orphans Avoid strong drink Be honorable and just in all dealings	Only one god (Allah) God is all-knowing God is merciful On the day of judgment, our acts in this world will determine our fate

38. Add to the time line from Act. 13 important dates in the history of these major faiths, or develop a separate but parallel time line to deal with these major religions.

39. From the chart in Act. 37, pick any belief shared by two or more of these major faiths.

    Do some people believe this today?
    Why might such an idea be important to people?

40. Have students examine their charted information as they discuss these religions.

UNIT III

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Organizing Idea: Roman Life and ideals changed as the Roman Empire expanded.

Notes to the Teacher	Learning Activities
Act. 40, 41 and the Conclusion all offer the students the opportunity to generalize.	Suggested Question Sequence: 1) In what ways are the rules established by these religions different? In what ways are they similar? 2) How would you explain these differences and similarities? 3) In what ways are the beliefs of these religions different? In what ways are they similar? 4) How would you explain these similarities and differences? 5) What relationship, if any, exists between these rules and beliefs? Explain.
*Teachers may choose any one or more of these questions to use for evaluation purposes. The criteria to be used for all of them are Inclusiveness, Abstractness, Comparisons, Tentativeness. A careful note should be made of the changes (from previous exercises of this kind) by the class and individuals and the data used in the planning of Unit IV.	41. Now have the class review the information they gathered on Egypt in Act. 32. Suggested question sequence: 1) What can you say about the religious ideas of the Egyptians? The Greeks? The Romans? 2) What ideas of Judaism, Christianity, or Islam are similar to the religious ideas of the Egyptians? Greeks? Romans? 3) How would you explain these similarities? When you seem to have exhausted the possibilities of the above sequence, ask: 4) Which ideas, if any, of the later religions seem to have been adopted from the earlier religions? What makes you think so?

UNIT III

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Organizing Idea: Roman Life and ideals changed as the Roman Empire expanded.

Notes to the Teacher	Learning Activities

Conclusion

Ask:

What did the Egyptians have, or believe, or know about?

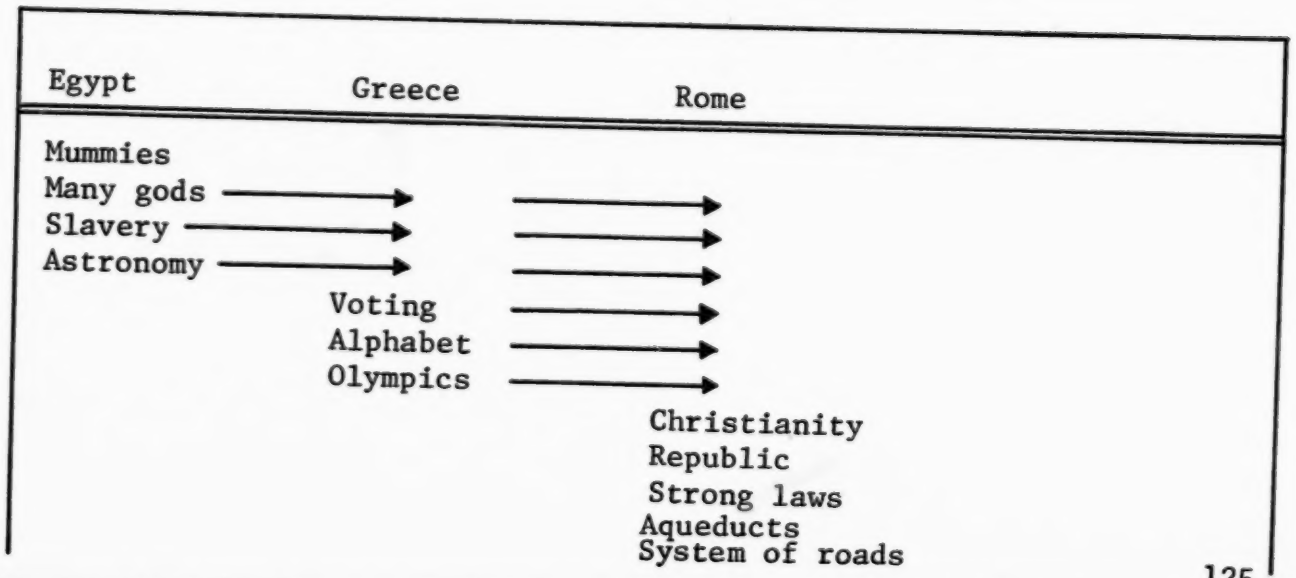
List the responses on the chalkboard.

Ask:

Which of these could we list for the Greeks?

Extend to a second list by means of arrows. What else did Greeks have or believe? Add to the Greek list.

Do the same for the Romans in a third list.



UNIT III

MAIN IDEA: IDEAS AND SOCIETIES CHANGE AS THEY COME IN CONTACT WITH THE IDEAS AND ACHIEVEMENTS OF OTHER SOCIETIES.

Organizing Idea: Roman Life and ideals changed as the Roman Empire expanded.

Notes to the Teacher	Learning Activities
*Some of the responses to the question, "Can you make any statement that would apply to all of these societies?" will approach the main idea above. Others will be at varying distances from it. At this point teachers could group responses into, say, 5 groups with the top one made up of those most similar to the main idea. Careful analysis of the other groups will provide data on the effectiveness (in terms of the objectives for this grade) of the procedures and the pace that has been followed.	Ask: What items are the same in all lists? How do you account for this? Which ideas were changed in some way by another civilization? How do you account for this? Now have the class consider all of the items on the above lists together. Ask: Can you make any <u>general</u> statement that would apply to some of these ideas or achievements? To all of them? Can you make any statement that would apply to all of these societies? Return to the list of items presented in the Opener and in Act. 22. Ask: Can you make any **general** statement as to how these things reached the United States?

OBJECTIVES

The objectives listed below are those particularly stressed in this unit. They are greatly shortened versions of the behavioral objectives presented in the master list at the beginning of this Guide. The number in parentheses following each objective refers to the corresponding objective in the master list. The teacher should review the objectives carefully before proceeding with planning for any unit.

a. Listing, grouping, and labeling - concept development (1)

b. Making comparisons (2)

c. Forming generalizations (4)

d. Applying generalizations (5)

e. Explaining cause-and-effect relationships (7)

f. Forming hypotheses (8)

g. Sensitivity to feelings and thoughts of others (9)

h. Conceptualizing one's own values (12)

i. Ability to relate one's own values to those of others (13)

j. Comprehension of concepts and generalizations about the various peoples studied in the unit (17)

k. Use of map skills (19)

Note: Although these objectives are stressed particularly, the teacher should implement additional objectives in the master list where appropriate.

Note: Those points at which Evaluation procedures are described are indicated by an asterisk.

UNIT IV

MAIN IDEA: HOW QUICKLY ANY CHANGE COMES ABOUT DEPENDS NOT ONLY ON THE NATURE OF THE CHANGE ITSELF, BUT ALSO ON THE PRESSURES FOR AND AGAINST THAT CHANGE.

Organizing Idea: The changes that occurred in western Europe after the fall of Rome came about as a result of many interacting factors.

Contributing Idea: 1. Pressures for change develop from many sources.

Content Samples:

Mass movements of people - for example, Germanic tribes, Islamic warriors, the Crusades
Strong leaders - for example, Charlemagne, Alfred the Great
Dissatisfaction with the world as experienced - for example, Christian monasteries
Increased trade - for example, Crusades, rise of towns
New ideas, institutions, and inventions - for example, feudalism, monasteries, agricultural improvements
Faith in a different and better way of doing things - for example, monasteries, Crusades, Islam
Development of standards of excellence - for example, medieval guilds

Contributing Idea: 2. Efforts to change established practices often meet with counter efforts to maintain the status quo.

Content Samples:

Groups desiring to maintain a previously acquired advantage - for example, feudal lords, kings, churchmen
Apathy
Embedded social or economic arrangements - for example, feudalism
Established traditions - for example, medieval guilds

UNIT IV

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Organizing Idea: The changes that occurred in western Europe after the fall of Rome came about as a result of many interacting factors.

Contributing Idea: 3. People try to bring about change in different ways.

Content Samples:

Through the establishment of order - for example, Alfred and Charlemagne
Through inspiration - for example, Pope Urban II's call for the First Crusade
Through education - for example, Alcuin
Through retirement, reflection, and worship - for example, monasteries
Through force - for example, Charlemagne, Alfred, Crusades, Islamic "Holy Wars"

Contributing Idea: 4. Some changes have more lasting effects than others.

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SUGGESTED ORGANIZATION OF THE CLASS

Teaching Plan

The gathering, organizing, and interpreting of information can be accomplished in a variety of ways. Because skill in group process is one of social studies'objectives, the suggested plan below provides for dividing the class into groups at the point where contrasting information is sought in greater depth.

Opener

Total class is introduced to idea that most changes have both advocates and opponents

↓

Acts. 1-2

Total class reconsiders changes taking place during latter days of Roman Empire

↓

Acts. 3-42

Total class is introduced to, and investigates, the following forces for change

- New ideas
- Strong leaders
- Dissatisfaction with status quo
- Increased trade
- Emerging standards

↓

UNIT IV

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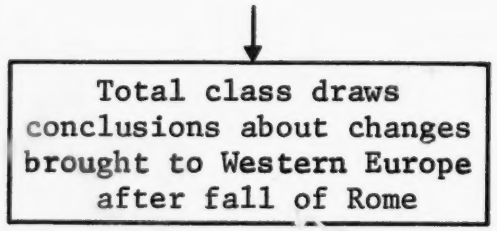
Organizing Idea: The changes that occurred in western Europe after the fall of Rome came about as a result of many interacting factors.

Conclusion



UNIT IV

MAIN IDEA: HOW QUICKLY ANY CHANGE COMES ABOUT DEPENDS NOT ONLY ON THE NATURE OF THE CHANGE ITSELF, BUT ALSO ON THE PRESSURES FOR AND AGAINST THAT CHANGE.

Organizing Idea: The changes that occurred in western Europe after the fall of Rome came about as a result of many interacting factors.

Notes to the Teacher	Learning Activities
	Opener Ask the class to bring in news items about some of today's controversial issues, for example: Length of the school day/year Appropriate dress for school The age for issuing drivers' licenses Prayer in public schools Buying guns from mail-order catalogs Fluoridation of water Capital punishment Marches/demonstrations for civil rights Use of insecticides by farmers Foreign aid The type of class will influence the choice. A local controversy will have the most meaning.
The purpose of this Activity is to get students thinking about the fact that most changes that are proposed have both advocates and opponents.	List several of the reported problems on the board and discuss each by asking: 1) What change has been proposed for _____? (Select one or more of the issues which students bring to class.) 2) Who wants the change? Why? 3) Who opposes the change? Why? 4) How do you feel about the proposed change? 5) If this proposed change were to take place, what consequences might result? 6) What other changes might result?
* Responses to 5 could be assessed on the two criteria of Variety (Unit I, Act. 6) and Coherence (i.e.,a logical and appropriate development of a number of chains of effects).	

UNIT IV

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Notes to the Teacher	Learning Activities
	Consider all the reported items and ask: 7) Which of these changes might have an immediate effect on the ways in which people live? Which might have a more long-range effect? 8) Which of these changes would be likely to affect the welfare of the entire population? Of only part of the population? 9) Which do you think would bring about the greatest opposition? Why?

The collapse of Rome in the fifth century, along with the barbarian invasions, caused tremendous insecurity throughout Europe and created three basic problems for medieval man, that of maintaining religious faith, that of restoring order to society, and that of making a living. To solve these and other problems, the medieval man organized his life around three institutions, the medieval church, feudalism,and the manorial system. The activities which follow lead into an understanding of these institutions.

The organization of this unit is somewhat different from that which was developed in Main Ideas I-III. Instead of considering each contributing idea independently, the entire sequence of learning activities in this unit develops all four of the unit's contributing ideas concurrently.

Recall of previous learning

Development

1. Have the class recall the changes they observed taking place in Rome during the latter days of the Roman Empire (Review Act. 24-27 in Unit III). List these changes on the board and then ask:

   What problems did each of these changes produce? (For example, agriculture stopped, famines spread across Europe, roads went unrepaired, trade stopped, town life practically disappeared.)

UNIT IV

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Organizing Idea: The changes that occurred in western Europe after the fall of Rome came about as a result of many interacting factors.

Notes to the Teacher	Learning Activities
Enrichment activities	<u>Optional Activity</u> Read to the class excerpts from any of the following sources in order to present further evidences of how Roman life was changing. From *Human Adventure, Readings in World History, The,* (Eisen and Filler, eds.) "Misgovernment in the Roman Provinces," p. 65 "The Depravity of Roman Society," p. 71 From *Human Side of World History, The,* (West) "What a Dish to Set Before a King," p. 35, (Gluttony) "Find Out Who Is to Blame," p. 39, (Administration in the provinces) "If a Book Is Bad, I Cannot Praise It," p. 40, (Bad times in Rome) "Marcellinus Decries the Corruption," p. 42, (Decadence of the wealthy) From *Panorama of the Past, Volume I,* (Snyder) "Seneca Condemns Gladitorial Brutality," p. 32 "Moral Breakdown of Rome," p. 111 From *Voices of the Past, Volume I, Readings in Ancient History,* (Hanscom) "Business Troubles in Rome," p. 145 "Cruel and Kind Masters of Slaves," p. 146 "Slave Owners and Gladiators," p. 153 "Free Public Entertainment in Rome," pp. 154-155 "Tenement Blocks in Rome," p. 162 "How the Roman Empire Was Bought at Auction," p. 166 "An Observer of Rome's Decline," p. 168

UNIT IV

MAIN IDEA: HOW QUICKLY ANY CHANGE COMES ABOUT DEPENDS NOT ONLY ON THE NATURE OF THE CHANGE ITSELF, BUT ALSO ON THE PRESSURES FOR AND AGAINST THAT CHANGE.

Organizing Idea: The changes that occurred in western Europe after the fall of Rome came about as a result of many interacting factors.

Notes to the Teacher	Learning Activities
	Then discuss: What do these readings tell you about what was happening in Rome during the latter days of the Empire?
Formulating Hypotheses Teacher Reference: *Barbarian Europe*, (Simons), pp. 11-20	2. Have the class look at the map on p. 77 of *World Background for American History*, (Eibling) to get some idea of the variety of nomadic groups which began to overrun all of Europe during the Fifth Century A.D. (Indicate the duration of these invasions on the time line begun in Act. 7, Unit I, or begin a parallel time line for use in this unit.) Then read to the class briefly from "The Hun," in *The Human Adventure, Volume I*, (Eisen and Filler, eds.). 1) Why do you suppose the Huns invaded the Roman Empire? 2) What do you think happened when these people came in contact with the Romans? 3) What changes do you think resulted?
The purpose of this activity is to introduce students to a powerful force for change - "an idea whose time has come."	3. Review with the class what they have learned about Mohammedanism (Islam) Unit III (See Acts. 36-41), and then have one student report to the class about the spread of Islam under Mohammed. References: *America's Old World Frontiers*, (Clark and Beeby), pp. 283-296

UNIT IV

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Organizing Idea: The changes that occurred in western Europe after the fall of Rome came about as a result of many interacting factors.

Notes to the Teacher	Learning Activities
	Story of Nations, (Rogers), pp. 156-161 *World Background for American History*, (Eibling), pp. 186-191 Give him the following questions to serve as guidelines in preparing his report. (The rest of the class can use these to take notes.) · Who was Mohammed? · What were some of the things which he believed? · Where did he go? · What did he try to do? · What changes or achievements did he bring about?
	4. On a map of the world, have students note the extent of the Moslem conquest. References: *America's Old World Frontiers*, (Clark and Beeby), p. 284 *Story of Nations*, (Rogers), p. 159 *World Background for American History*, (Eibling), p. 189 <u>Optional Activity</u> Show the motion picture *The Mohammedan World: Beginnings and Growth.*
It is worthwhile to have students consider why their texts omit some information.	Have the class take notes on information presented in the film that their texts do not include.

UNIT IV

MAIN IDEA: HOW QUICKLY ANY CHANGE COMES ABOUT DEPENDS NOT ONLY ON THE NATURE OF THE CHANGE ITSELF, BUT ALSO ON THE PRESSURES FOR AND AGAINST THAT CHANGE.

Organizing Idea: The changes that occurred in western Europe after the fall of Rome came about as a result of many interacting factors.

Notes to the Teacher	Learning Activities
Attitudes, Feelings, and Values Role playing activities such as this one are designed to help students identify with individuals of the past and to understand the forces which influenced them. * Use a checklist to note the extent to which Decentering is achieved (Unit I, Act. 19) as well as any important elements omitted. Deal with both results immediately after the session and record Decentering for the long-term record of changes in this important quality. Collecting data	5. Hold a mock "Meet the Press" radio program in which one student portrays Mohammed attempting to explain and justify his concept of "Holy War" while the rest of the class portrays reporters who question him. References: (Basic texts will not be sufficient here.) *America's Old World Frontiers*, (Clark and Beeby), p. 291 *Human Adventure, The, Volume I*, (Eisen and Filler, eds.), pp. 94-95 *Story of Mankind, The*, (Van Loon), pp. 127-132 *Story of Nations*, (Rogers), pp. 159-161 *World Background for American History*, (Eibling), p. 189 6. Have one member of the class interested in military history give an oral report (illustrated if possible) on the Battle of Tours in 732. Suggested Study Questions (as preparatory outline for the student to follow, and for note-taking by the class): · What happened in this battle? · Who were the major participants? · Where did it happen? · How did it happen? · Why did it happen? · What were the consequences of this battle -- what, if anything, changed as a result of it?

UNIT IV

MAIN IDEA: HOW QUICKLY ANY CHANGE COMES ABOUT DEPENDS NOT ONLY ON THE NATURE OF THE CHANGE ITSELF, BUT ALSO ON THE PRESSURES FOR AND AGAINST THAT CHANGE.

Organizing Idea: The changes that occurred in western Europe after the fall of Rome came about as a result of many interacting factors.

Notes to the Teacher	Learning Activities
	References: (Basic texts will not be sufficient here.) *America's Old World Frontiers*, (Clark and Beeby), p. 292 *Fifteen Decisive Battles of the World from Marathon to Waterloo, The*, (Creasy), p. 188 *Story of Nations*, (Rogers), pp. 159-160 *World Background for American History*, (Eibling), p. 189
Attitudes, Feelings, and Values Asking students to infer values from achievements helps them realize some things that the Moslems considered important.	7. Let the students review their reading, plus their previous learnings from Unit III. Make a list of some of the achievements and contributions of the Moslems. Based on this evidence (arranged perhaps in chart form below), what would the class infer the Moslems valued?

Evidence (Achievements and Contributions)	Values
Translations of Greek and Roman Classics Holy War Development of scientific laboratory techniques Developments in use of mathematics and astronomy Introduction of Arabic numerals Craftsmanship in jewelry, glassware, and textiles	

Have the class recall from Units II and III what the Greeks and Romans valued.

UNIT IV

MAIN IDEA: HOW QUICKLY ANY CHANGE COMES ABOUT DEPENDS NOT ONLY ON THE NATURE OF THE CHANGE ITSELF, BUT ALSO ON THE PRESSURES FOR AND AGAINST THAT CHANGE.

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Notes to the Teacher	Learning Activities
*A written record of individual responses to these questions could be evaluated on criteria of Inclusiveness, Abstractness and Explaining (see Unit III, Act. 15, for guidance).	What differences do the students notice? Similarities? How can they explain these similarities and differences?
This activity is intended not only to encourage students to recall information previously acquired, but also to introduce them to a significant change that came about after the fall of the Empire.	8. Recall with the class what they learned about Christianity in Unit III (review Act. 30-41). Then have one student report orally to the class on the division of the Church. (Locate the time of this event on the time line suggested in Act. 2.) Give the reporter the following questions to serve as guidelines in organizing his report: · When did the Church divide? · Where was each half located? · What were the reasons for this division? Who do you think would have favored this change? Who do you think would have opposed it? · What effects did this change in the organization of the Church produce?

References: (Additional references will be needed since the information given in basic texts below is sketchy. Have students consult other books and standard reference works.)

America's Old World Frontiers, (Clark and Beeby), pp. 267-268
Story of Nations, (Rogers), pp. 154-156, 169
World Background for American History, (Eibling), pp. 169-172, 216-218

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Notes to the Teacher	Learning Activities
Formulating hypotheses	9. Point out to the class that with the fall of Rome, the Roman Catholic Church that developed in Western Europe had considerable power over medieval man. Then ask: 1) Why would that be so? (Belief that salvation depended on taking the sacraments; only source of authority left in Western Europe after the fall of Rome; control of education; control of land.) Have one student research evidence to check the class' hypotheses.
Intake	10. Let the total class read about life in the Christian monasteries. Suggested Study Questions: · What were the monasteries? · Where were they located? · Who lived in them? · How were they organized? · What tasks did monastic members perform? · Why did people join monasteries? References: *Age of Faith*, (Durant), pp. 30-52 *America's Old World Frontiers*, (Clark and Beeby), pp. 271-280 *Story of Nations*, (Rogers), pp. 169-171 *World Background for American History*, (Eibling), pp. 218-225

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Notes to the Teacher	Learning Activities
	If possible, show the filmstrip *Life in a Monastery*. Let the class add any relevant information they obtain from the film to the study questions begun above.
This discussion is intended to help students realize that certain activities may persist through time.	Ask: Are there any monasteries near our community? Why would people join monasteries today?
	Optional Activity Students who are artistically inclined might lay out a plan for a monastery and then explain the layout to the class. See *World Background for American History*, (Eibling), p. 22 .
This activity offers a good opportunity to discuss the whole question of the necessity for rules and laws. When and <u>why</u> are they needed?	11. Read to the class "St. Benedict's Rules for Monastic Life" in *The Human Adventure, Volume I*, (Eisen and Filler, eds.), pp. 115-118. Have the class take notes on what things were expected of the monks. List these on the board. Then ask the class what responsibilities they themselves have--what things they are expected to do. List and compare these with the requirements for monastic life. Then let the class suggest reasons for such requirements.
<u>Inferring and Generalizing</u>	12. Let students role-play two or more medieval monks or nuns discussing the nature of the times in which they live and what roles they think

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Notes to the Teacher	Learning Activities
	the monasteries fulfill during these times. (See *Story of Nations*, (Rogers), p. 170.) Then discuss: What conclusions can you draw about the effects which monasteries had in the Middle Ages?
Applying Generalizations *Check performance of role-playing against criteria of Decentering and Inclusiveness and the discussion on In-Clusiveness, Abstractness, Tentativeness, Comparisons and Ethnocentrism (see Unit II, Act. 11, and Unit III, Act. 17). It is assumed throughout this unit that the cumulative record of individual responses suggested in Unit I will be continued so as to guide teachers' changes to the instructional program.	13. Have students examine the pictures on p. 223, *World Background for American History*, (Eibling) and p. 278, *America's Old World Frontiers*, (Clark and Beeby). Based on these pictures, plus their previous readings, discuss: What might have happened if the monasteries had not existed at this time?
	14. Briefly describe to the class how the Church helped the Franks build a strong kingdom and in so doing became involved in political as well as spiritual affairs. References: *Barbarian Europe*, (Simons), pp. 57-66 *Story of Nations*, (Rogers), pp. 171-172 *World Background for American History*, (Eibling), pp. 183-186

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Notes to the Teacher	Learning Activities
	Then give the class some background on the early history of England from the Celtic tribes through the first unification of the West Saxons under Egbert. References: *Story of Nations*, (Rogers), pp. 250-254, especially maps on pp. 252-253 *World Background for American History*, (Eibling), p. 245-250
Through comparing the activities of Charlemagne and Alfred the Great, students are helped to perceive how strong leaders can influence their times and be a force for change.	15. Divide the class in half. Let one half read about Charlemagne's empire and the other half about early England under Alfred the Great. (Add the time period during which the two reigned to the time line begun in Act. 2.) Suggested Study Questions: · What problems did each ruler face? · How did each try to deal with these problems? · What did each accomplish?

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Notes to the Teacher	Learning Activities

References	Charlemagne	Alfred
America's Old World Frontiers, (Clark and Beeby)	299-308	365-366
Builders of the Old World, (Hartman)		222-225
Charlemagne, (Winston)	Throughout	
Story of Mankind, The, (Van Loon)	133-139	
Story of Nations, (Rogers)	172-174	254
World Background for American History, (Eibling)	195-200	250-253

Optional Activity

Show the motion picture *Charlemagne: Unifier of Europe*. Have the class add to their study notes any relevant information from the film that they had not previously obtained.

Attitudes, Feelings, and Values This reading suggests some of the things which Charlemagne valued.

16. Read to the class excerpts from "The Song of Roland," *Voices of the Past, Volume II*, (Hanscom), pp. 35-36. Ask:

What does this poem tell you about the character of Charlemagne?

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Notes to the Teacher	Learning Activities
Activity 17 is intended to suggest that education can be a force for change and is a further attempt to relate past events to the world of today.	17. Have one student do library research and give an oral report on Alcuin (the English churchman whom Charlemagne asked to take charge of the schools) and his contributions to education during these times. Then ask: Are any of Alcuin's suggestions evident in the schools today?
Map skills *Check responses for Variety (see Unit I, Act. 6). A full range would necessarily include some of the baser qualities.	18. Have the class observe the extent of Charlemagne's Empire and of England under Alfred the Great. Map References: *America's Old World Frontiers*, (Clark and Beeby), p. 300 *Story of Nations*, (Rogers), pp. 174, 253 *World Background for American History*, (Eibling), pp. 198, 254 Ask: What characteristics do you think Alfred and Charlemagne must have possessed in order to establish control over areas as large as this?
Organizing Information	19. Let the class exchange the information which they have gathered about Charlemagne and King Alfred, perhaps organizing it in chart form as suggested below, (partially filled in for your convenience with suggestions):

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	Time Period During Which He Reigned	Problems	Accomplishments and Changes He Brought About
Charlemagne		To keep warlike tribes out of Frankish territory To establish order To promote and encourage education	Started church schools Established a palace school Preserved learning Established unity (briefly) in Western Europe
Alfred		To protect the kingdom from raiding neighbors To restore order To provide a system of written laws	Established written laws Improved navy Recorded events occurring in kingdom (Anglo-Saxon Chronicle) Increased representation in government Rebuilt monasteries and towns

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Notes to the Teacher	Learning Activities
Comparing and Contrasting *Statements on similarities and differences and explanations of them should be checked against Inclusiveness, Abstractness and Explaining. Compare results with Act. 7.	Then ask: In what ways were the two men different? Similar? How would you explain these similarities and differences?
Relating to contemporary examples *The third question could be checked on a criterion of Tentativeness (how well they recognize that some aspects of effective leadership are relative).	20. Have the class bring in the names of some currently acknowledged leaders in the world today. Discuss: What have these men done that makes other people consider them leaders? How are they similar to or different from Charlemagne or King Alfred? Alcuin? What characteristics do you think an individual should possess if he is to be an effective leader? Explain. Could an individual be considered a leader if he were not trying to bring about change? Explain.
Background information	21. Briefly describe to the class the reasons for the breakup of Charlemagne's empire. References: *America's Old World Frontiers*, (Clark and Beeby), pp. 308-311 *Barbarian Europe*, (Simons), pp. 101-112 "The Disintegration of Charlemagne's Empire," in *Human Adventure, Volume I*, (Eisen and Filler, eds.), pp. 100-102

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Notes to the Teacher	Learning Activities
*Compare responses with those in Acts. 19 and 7.	*Exploring the Old World*, (Hamer), pp. 153-156 "The Northmen Terrorize Europe," in *Voices of the Past, Volume II*, (Hanscom), pp. 15-17 *Story of Mankind, The*, (Van Loon), pp. 139-145 *Story of Nations*, (Rogers), pp. 174-175 *World Background for American History*, (Eibling), pp. 200-201 Then have a committee of students compare and contrast for the class the reasons for the destruction of Charlemagne's and Rome's Empire. What differences do they notice? Similarities? How would they explain these similarities and differences?
Be careful the students do not get the idea that feudalism was simply a pyramid of obligations with the king on top. They should realize that the king did not <u>directly</u> control every vassal in his kingdom and that men's political loyalties were actually divided in many directions. See p. 177, *Story of Nations*.	22. Let the entire class read about feudalism and the manorial system. Identify the period known as the "Middle" Ages on the time line suggested in Act. 2. Suggested References: *America's Old World Frontiers*, (Clark and Beeby), pp. 311-327 *Castle, Abbey, and Town*, (Black), throughout *Changing Old World, The*, (Cooper), pp. 142-154 *Exploring the Old World*, (Hamer), pp. 156-164 *Story of Mankind, The*, (Van Loon), pp. 144-148 *Story of Nations*, (Rogers), pp. 174-187 *When Knights Were Bold*, (Tappan), throughout

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Notes to the Teacher	Learning Activities
	Suggested Study Questions: · Who was involved in feudalism? · What relationships existed among those who were involved? · What was happening in Europe during the early Middle Ages to bring feudalism about? · What advantages did feudalism offer to those involved? · What responsibilities and/or duties did feudalism require? · What changes did it produce in medieval society?
Enrichment activities	23. If possible, show one or more of the following audio-visual materials to the class. Motion Pictures: *Meaning of Feudalism, The* *Medieval Knight, The* *Medieval Manor, The* *Medieval World, The* Filmstrips: *Feudalism* *Life in the Middle Ages* *Middle Ages, The* Have the class add any relevant information to their notes on the study questions begun in Act. 17.

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Notes to the Teacher	Learning Activities
	24. Divide the class into two groups, each to read one of the following excerpts. Have each group do library research in addition. "Life in a Medieval Castle," in *Human Adventure, The, Volume I,* (Eisen and Filler, eds.), pp. 107-112 "The Life of a Peasant," in *Human Adventure, The, Volume I,* (Eisen and Filler, eds.), pp. 102-103 Have each group appoint a secretary to sum up the group's thoughts on what the reading tells about life during the Middle Ages (what students should realize is that life was never easy, by contemporary standards, for either noble or peasant).
*Responses to 3 could be evaluated in terms of the extent to which the essence of chivalry is understood and used or whether it is understood merely in terms of a few concrete activities. Estimates of importance could be judged on the basis of a criterion of Ethical Concern (see Unit II, Act. 3).	25. Read to the class from *Panorama of the Past, Volume I,* (Snyder), pp. 41-43,or from *A Dictionary of Chivalry,* (Uden). Then ask: 1) What did "chivalry" mean at that time? 2) Can you offer any examples to indicate whether or not chivalry still exists today? 3) Explain whether or not you think chivalry is an important idea.
The first question is intended to help students realize that their textbooks often present but one of many possible interpretations of things which have occurred in the past.	26. Let the class exchange information by having the secretary of each group summarize what his or her group noted about medieval life. Then ask: 1) In what ways does this information support or refute any of the information which they have obtained from their texts?

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Notes to the Teacher	Learning Activities
	2) How would you describe the life of a medieval serf? Of a medieval lord? 3) What similarities and differences can you cite?
	27. Let the class exchange information on the advantages and disadvantages of feudalism, perhaps preparing a chart organized somewhat like the one below.

FEUDALISM	
Advantages	Disadvantages
Brought order to medieval society Provided checks on individual lords acquiring too much power Helped prevent conquest by invading armies	Hindered growth of central government Hindered development of modern nations by dividing men's political loyalties in many directions Produced extremely complex society that was difficult to regulate

Inferring and Generalizing	28. Ask the class to refer to the chart formed in Act. 27 plus any other information which the students have acquired in their research. Ask:

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Notes to the Teacher	Learning Activities
* Evaluate responses on the same criteria as for the discussion in Act. 13 and compare size and composition of groups.	What statement can you make in general about the effect of feudalism during the Middle Ages?
Activity 29 introduces another force for change - the Crusades - and the many reasons that inspired them.	29. Let the total class read about the Crusades. References: *America's Old World Frontiers*, (Clark), pp. 331-340 *Civilization Past and Present*, (Wallbank and Taylor), pp. 384-388 *Exploring the Old World*, (Hamer), pp. 166-168 *Human Adventure, The*, (Eisen and Filler, eds.), pp. 127-130 *Story of Mankind, The*, (Van Loon), pp. 154-163 *Story of Nations*, (Rogers), pp. 192-197 *World Background for American History*, (Eibling), pp. 315-323 Suggested Study Questions: · What were the Crusades? · Who participated in them? · Where and when did they take place? · Why did they take place? · What were their short and long term effects? What changes did they bring about? Optional Activity So that students gain some idea of the brutality involved on both sides in the Crusades, read excerpts from "Volkmar" in James Michener's *The Source*, pp. 645-703.

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Notes to the Teacher	Learning Activities
Map work	30. On a map of the world, have students locate any of the following as they come across them during their study: Mecca, Constantinople, Acre, Africa, France, Byzantine Empire, Antioch, Crete, Marseilles, Routes of Crusades, Germany, Asia Minor, Jerusalem, Cyprus, Mediterranean Sea, Sicily, Italy, Area ruled by Seljuk Turks Optional Activity Advanced students might try to make an overlay map to show in contrasting colors the territory controlled by Christians and Moslems when the Crusades began and when they ended.
Attitudes, Feelings, and Values This activity should help students realize how values can influence men's beliefs and actions. *Use criteria of Decentering and Inclusiveness (how well all important arguments for and against are mentioned) and compare with Act. 13.	31. Let two students present and prepare a dialogue between two knights as one seeks to convince the other to accompany him upon the first Crusade called by Pope Urban in 1095. Have them switch roles after a time.
	32. Have students write editorials or draw cartoons assessing the Crusades and their effects as they might have been seen by a Christian and a Moslem newspaper of the times. Have them cite the sources of their facts.

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Notes to the Teacher	Learning Activities
	(The most representative might be displayed on the bulletin board.) OR Have students imagine they are participants in the Crusades, writing letters home. Divide the class into three groups, one group representing knights, the second peasants, and the third Turks. Read some of the most imaginative to the class. References: *Source, The,* (Michener), pp. 645-703 *Story of Mankind, The,* (Van Loon), pp. 154-163 *Voices of the Past, Volume II,* (Hanscom), pp. 93-95, 97
*See Unit III, Act. 13, for suggestions for evaluation of Time Chart interpretation.	33. Add to the time line begun in Act. 2 important dates during the period of the Crusades.
Comparison and contrast	34. Assign a number of students to prepare a panel discussion on the topic: "The Holy War of the Moslems and the Crusades of the Christians: Similarities and Differences"

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Notes to the Teacher	Learning Activities
This activity is another attempt to help students relate what they are studying to examples today. *Responses to these questions should be evaluated on the extent to which the essence of Crusade is understood (that is, before any kind of teacher assistance) or whether it is limited to a few concrete activities. Apply the criterion of Ethical Concerns and compare all results with those of Act. 25 to note changes and to act on them where needed. Developing Concepts	35. After looking up synonyms for "crusade" in the dictionary, ask the class if they can think of anything today that could be considered in a sense a "crusade" or "holy war." For example: civil rights struggle, war against Communism, and fight against poverty . List these on the board as a springboard into discussion of the following questions: 1) How would you define a crusade today? Why? 2) Do you know of anyone involved in a crusade of sorts? Why do you think he became involved? 3) Would you be willing to involve yourself in a crusade? What kind? When? Why? 36. Return to the last question in Act. 29. Let the class suggest, as you list on the board, the short and the long term effects of the Crusades. (You might want to group and label them.) Inform the class, if students have not already discovered it, that the Crusades contributed to the development of towns. Ask: Why do you suppose this was so? 37. It has been said that "the medieval town was based on trade." Have the entire class read about the growth of towns in order to determine whether or not this statement is justified.

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Notes to the Teacher	Learning Activities
	Suggested References: *America's Old World Frontiers*, (Clark and Beeby), pp. 342-355 *Castle, Abbey, and Town*, (Black), here and there *Story of Nations*, (Rogers), pp. 197-200 *World Background for American History*, (Eibling), pp. 325-346
<u>Formulating Hypotheses</u>	Then ask: What influence might geography have had on the location of trade routes? Have the class look at the map on p. 340 of *World Background for American History*, (Eibling), (or any good atlas) to check on these hypotheses.
38.	Have one student give an oral report to the class on the medieval fair. Give him the following questions to serve as guidelines in organizing his report. · What is meant by a "medieval fair?" · Who attended? · For what purpose? · What kinds of things could be obtained there? References: (Basic texts will not be adequate.) *America's Old World Frontiers*, (Clark and Beeby), pp. 350-352 *Story of Nations*, (Rogers), p. 199 *World Background for American History*, (Eibling), pp. 341-345

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Notes to the Teacher	Learning Activities
	Then ask: How might the medieval fair have served as a center for the exchange of goods and ideas?
*Responses to the last study question may be used to judge the depth of understanding of guild, i.e., in terms of the basic intent of its members rather than superficial factors. Check results against Acts. 35 and 25 for comparative purposes.	39. Now have another student report on the growth of guilds. Give him the following questions to serve as guidelines in organizing his report. · What is a guild? · When did they begin to appear? · Why did they appear? · What different kinds existed? · What purpose did they serve? · What happened to them? · Do we have anything like them today? References: (Basic texts will not be adequate.) *America's Old World Frontiers*, (Clark and Beeby), pp. 346-349 *Human Adventure, The*, (Eisen), pp. 124-126 *Story of Nations*, (Rogers), pp. 202-204 *World Background for American History*, (Eibling), pp. 333-335 Then discuss: Did guilds help or hurt medieval trade? (Perhaps they did both?)

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*Essay Criteria for essays are fully developed in Unit II, Act. 29, and Unit I, Act. 29. Compare results for the pattern of change for groups and individuals, and take whatever steps seem necessary.	40. Have students write a brief essay on the topic: "How Towns Contributed to Representative Government" See *Story of Nations*, (Rogers), pp. 205-206.
*Check role-playing for Decentering and Inclusiveness and compare with Acts. 31 and 13.	41. Have a group of students role-play a group of educated medieval citizens discussing the changes which they see taking place in medieval society and what they think may be the results of these changes.
*Check responses against criteria of Variety and Explaining (Unit I, Act. 6, and Unit II, Opener).	42. Have the class review their notes and reading throughout the unit in order to respond to the following statements: Medieval guilds regulated commerce. City air was free air. The development of towns led to representative government. The Crusades hindered the development of trade. Most goods traveled from west to east rather than east to west. Most of the early towns were quite similar in many respects. Man had few pleasures during the Middle Ages. The period from 500 to 1500 A.D. has been inaccurately titled by some "The Dark Ages." What evidence can they offer to support, refute, or qualify each of the statements?

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Notes to the Teacher	Learning Activities
	Conclusion
Developing Concepts	43. List the following on the board. Barbarian Invasions — Charlemagne - Alfred Monasteries — Feudalism Manorial System — Crusades Towns — Guilds Then ask: What changes did each of these bring to Europe during the Middle Ages? List, group, and label the changes.
Organizing data	Have the students organize these changes in chart form similar to that below:

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Change	Forces Encouraging It	Forces Retarding It or Trying to Prevent It
Breakdown in Roman Empire - administration, protection, etc.	Germanic Tribes	Roman Army
Representative Government	Charlemagne Alfred Medieval Town	Feudal Lords
Greater Freedom for Common Individual	Towns Merchants	Feudal Lords
Development of a Middle Class	Trade Money System Towns	Nobles Church
Regulation of Competition	Guilds	Non-guild Members
Use of Money as Trade Developed	Merchants Many Lords, Etc.	

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Notes to the Teacher	Learning Activities
Inferring and Generalizing	Hold a class discussion to try to draw together some of the main points in the unit. Plan a sequence of discussion questions, for example: 1) What factors can you identify which might encourage or help to bring about change? (strong leaders, new ideas, or inventions) 2) What factors can you identify which might oppose or slow down change? (tradition, fear of new ideas, or vested interests) 3) Would it be possible for some factors to both help and hinder change at the same time? Explain. 4) Might an individual favor certain changes at one time but oppose them at another time? Explain. 5) Can you make any statement that might apply to change in general and how quickly or slowly it comes about?
*Responses to question 5 should be written prior to any discussion and a careful check made of each on the same basis as for the previous unit. Any discrepancies should be noted for immediate remedial action in the form of probing questions of the kind which typify this curriculum as well as for any needed modifications to the pace or the content of the unit which follows. If necessary, several sessions might be spent on the Concluding activity to ensure ideas and processes are well understood by all students.	

OBJECTIVES

The objectives listed below are those particularly stressed in this unit. They are greatly shortened versions of the behavioral objectives presented in the master list at the beginning of this Guide. The number in parentheses following each objective refers to the corresponding objective in the master list. The teacher should review the objectives carefully before proceeding with planning for any unit.

a. Listing, grouping, and labeling - concept development (1)

b. Making comparisons (2)

c. Forming generalizations (4)

d. Applying generalizations (5)

e. Explaining cause-and-effect relationships (7)

f. Forming hypotheses (8)

g. Sensitivity to feelings and thoughts of others (9)

h. Conceptualizing one's own values (12)

i. Comprehension of concepts and generalizations about the various peoples studied in the unit (17)

Note: Although these objectives are stressed particularly, the teacher should implement additional objectives in the master list where appropriate.

Note: Those points at which Evaluation procedures are described are indicated by an asterisk.

UNIT V

MAIN IDEA: THE BELIEFS, ACTIVITIES, AND VALUES OF PEOPLE ARE INFLUENCED BY THE TIMES IN WHICH THEY LIVE.

Organizing Idea: The actions, ideas, and values of the great artists, writers, scientists, and religious figures of the Renaissance were shaped by the spirit of the times.

Contributing Idea: 1. Humanistic v. influenced the thinking of many individuals during the Renaissance.

Content Samples:

Renaissance achievements and developments:
- Architecture
- Art
- Music
- Literature
- Science
- Education
- Religion
- Exploration

Contributing Idea: 2. The more man learns the more he is able to achieve.

Content Samples:

Fifteenth Century ship improvements and inventions:
- Marco Polo
- Renaissance explorers
- Johannes Gutenberg
- Development of banking

Contributing Idea: 3. New ideas often challenge previous learnings.

Content Samples:

The Reformation

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TEACHING PLAN

Total class introduced to idea that men's lives are affected by times in which they live	
Total class considers changes taking place during late Middle Ages	Act. 1 - 2
Total class learns about characteristics of life during the Renaissance and does committee research	Act. 3 - 28
Total class draws preliminary conclusions about Renaissance	Act. 29
1/4 of class studies development of England as a national state, 1/4 studies France, 1/4 studies Spain and Portugal, and 1/4 studies Russia	Act. 30
Total class exchanges information and draws conclusions about national states	Act. 31 - 37
Total class draws together information and forms conclusions about the Spirit of Renaissance	Act. 38 - Conclusion

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Notes to the Teacher	Learning Activities

Many of the changes that make the world of today so different from the world of the Middle Ages had their beginnings in Europe between 1400 and 1600 A.D. This period, known as the Renaissance, saw an increasing enthusiasm for individual self-development and worldly interests. The activities which follow develop an understanding of the new "spirit" that the Renaissance brought to Western Europe.

Opener

List on the board (or a transparency) the following predictions that some people have made about certain characteristics of life by the year 1975:

- Vacuum cleaners that run by themselves
- Ultrasonic sound waves to wash dishes
- Paper clothing
- Closed-circuit TV in many homes
- Automobile bodies made of plastic
- Planes flying at three times the speed of sound
- Permanent rendezvous stations between the earth and the moon for spaceships
- Plastic glue to replace old teeth with new ones
- A vaccine to prevent tuberculosis

The purpose here is to introduce students to the idea that men's lives are affected in many ways by the times in which they live.

Then discuss:

How might each of these affect people's lives?
(If students have trouble answering this question, you might ask them if each of the above would change men's ways of living in any way and, if so, how?)

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Notes to the Teacher	Learning Activities
	Development 1. Present the class with the following list of changes taking place in medieval society during the latter part of the Middle Ages: . Development of towns . Freeing of serfs . Increased use of money . Expansion of trade . Beginnings of representative government . Emergence of middle class . Increased power of merchants and kings . Weakening of power of Church Then ask: What effect might these changes have on men's lives?
Form[illegible]ing Hypotheses Save their replies for later reference.	
Recall of previous information.	2. Ask the class to recall from Unit IV (Act. 9) the considerable power which the Roman Catholic Church possessed over medieval man. Point out that the Middle Ages have often been called the "Age of Faith".
This discussion will be referred to in Act. 6.	Then discuss: To what extent is this statement justified? To what extent would the statement [illegible]e justified today?

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Notes to the Teacher	Learning Activities
	3. Let the entire class inspect a number of sources dealing with the Renaissance. Suggested References: *America's Old World Frontiers*, (Clark and Beeby), pp. 387-407 *Eastern Lands*, (Hughes and Pullen) *Everyday Life in Renaissance Times*, (Chamberlin) *Exploring the Old World*, (Hamer), pp. 177-188 *Golden Book of the Renaissance, The*, (Shapiro) *Made in the Renaissance; Arts and Crafts in the Age of Exploration* (Price) *Medieval and Early Modern Times*, (Clark), p. 261, 290 *Renaissance*, (Hale), throughout *Renaissance, The*, (Steffenson), throughout *Story of Mankind, The*, (Van Loon), pp. 196-208 *Story of Nations*, (Rogers), pp. 218-229 *World Awakes: The Renaissance in Western Europe, The*, (Brooks) *World Background for American History*, (Eibling), pp. 351-366 *World History, A*, (Roselle), pp. 248-272 Then ask: What do you think is important to know about the people who lived during the Renaissance? List the class' replies; then group and label.
* Developing Concepts This exercise could be written by individuals prior to any class discussion of "what is important. . .?" Evaluate on criteria described in Openers for Unit I and Unit II and compare results for evidence about changes for the group and individuals.	

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Notes to the Teacher	Learning Activities
	Have the class read widely in several of the references listed earlier to find out more about the Renaissance and to gain a feeling for the "spirit"of the times. Ask the students to jot down in their notebooks their impressions of what life was like during the Renaissance.
Intake of information	4. After the class has had an opportunity to read widely, distribute the following list of study questions: · What was the Renaissance? · Where did it begin? · When did it begin? · How far did it spread? · Who participated in it?
Organizing the class for further investigation and research. These committees will be called on for information in Acts. 10, 17, 22, 24, 26, 28, 38, and the Conclusion.	Now divide the class into four groups. Each group is to investigate a different aspect of the Renaissance. One group will focus on developments in art, literature and music; the second group, on developments in science and education; the third, on religion; and the fourth on exploration. Give the following additional study questions to the appropriate group: · What changes did the Renaissance bring in men's ideas about art, architecture, literature, and music? · What changes did the Renaissance bring in men's ideas about education and science? · What changes did the Renaissance bring in men's ideas about religion? · What changes did the Renaissance bring in men's ideas about exploration?

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Notes to the Teacher	Learning Activities
	Each group will be responsible for being resource people on that aspect of the Renaissance it is investigating. Alternate periods of research with a number of activities, such as the following, in order to provide a wide variety of activities within the classroom: . Reading excerpts or anecdotes of human interest . Building a bulletin board and other types of classroom displays of Renaissance art and architecture . Using guest speakers or other resource persons . Visiting museums or other displays . Showing a motion picture or filmstrip about some aspect of the Renaissance . Providing time <u>in-class</u> for the groups to meet and discuss their work and any problems they are having in obtaining information . Providing instruction (by yourself or by students) for students lacking in basic skills . Allowing opportunities every few days for the exchange of information <u>between</u> groups . Providing some opportunities for role-playing
	5. Have the class look at the map on page 340 of *World Background for American History*, (Eibling). Point out that the Renaissance began in Italy.

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Notes to the Teacher	Learning Activities
Formulating Hypotheses	Then ask: How would you explain this? Let one student read to check on the class reasoning [See *Story of Nations*, (Rogers), pp. 219-220].
	6. Inform the class, if they do not already know, that the word Renaissance means "rebirth". It has been said that the Renaissance saw the rebirth of two important beliefs that had disappeared after the fall of the Roman Empire: a) The belief that man should be free to develop his abilities and interests b) The belief that man should seek the fullest enjoyment of life
Supporting Evidence *Individuals could respond in writing. Evaluation could then be against criteria of Explaining (Act. 13, Unit I), Ethnocentrism (that is, the extent to which unsupported and unsympathetic, critical comments are made of life in those days).	Have the class review its discussion in Act. 2 and also reconsider the characteristics of medieval life listed below. What evidence is there in these characteristics that the above beliefs did not exist during the Middle Ages? . The Roman Catholic Church dominated all aspects of medieval life. . Art and literature emphasized religious purpose. . Men accepted rather than questioned the nature of things. . National governments were weak or non-existent. . The lower classes (the peasants and serfs) had little freedom, and generally lived in poverty and misery. . Class lines between noble and serf were rigid.

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Notes to the Teacher	Learning Activities
	. Order was established and maintained through feudalism. What evidence can the class offer to support or refute the existence of each of these characteristics today?
Enrichment activities	7. Read to the class some excerpts to give students a further idea of how life during the Renaissance was different from life in the Middle Ages. Suggested References: *Human Adventure, The, Vol. I,* (Eisen and Filler) "The Black Death Strikes England," p. 147 "St. Thomas Acquinas Offers Proof of the Existence of God," p. 155 "The Renaissance Courtier," p. 160 "Da Vinci's Advice to Aspiring Artists," p. 167 "A Handbook for Princes," p. 168 *Human Side of World History, The,* (West) "An Arab Doctor Versus a Sharp Axe," p. 50 "Faculty Regulations at the University of Paris," p. 53 "Roger Bacon States the Case for the Experimental Method," p. 57 "Petrarch Warns the Pope About Physicians," p. 66 "Medieval Menus and Recipes," p. 70 "Da Feltre Founds a School," p. 71 "The Peasant Fights to Keep the Wolf From His Door," p. 72 "Cosimo Medici Shows His Teeth," p. 74 "Leonardo da Vinci Applies for Work," p. 76 "Michelangelo Signs a Contract," p. 81 "Copernicus Destroys Some Ancient Theories," p. 82

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Notes to the Teacher	Learning Activities
	Panorama of the Past, Vol. I, (Snyder) "Medieval Portraits," p. 55 "Petrarch: The Beginning of Humanism," p. 259 "Renaissance Individualism," p. 261 "Cervantes Mocks Medieval Chivalry," p. 262 "The Genius of Leonardo da Vinci," p. 270 "A Renaissance Gallery," p. 272 "Art and Murder in Renaissance Italy," p. 275 *Voices of the Past: Readings in Medieval and Early Modern History,* (Hanscom) "Johannes Gutenberg," p. 125 "The Medici," p. 127 "On Praise of Folly," p. 133 "The Scientific Method," p. 139 "Galileo," p. 140 "A Discourse on Method," p. 144 OR Show one of the following films or filmstrips: *The Renaissance* (motion picture) *Renaissance Venice* (filmstrip) *Venice - Queen City of the Adriatic* (motion picture) Have students add any relevant information to their notes on the study questions begun in Act. 4.

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Notes to the Teacher	Learning Activities
A reminder that guideline questions are intended to help establish a sense of direction for students as they go about preparing their reports. *Essays Sort the short papers into 3, 5, or 7 groups on the basis of criteria of Inclusiveness (ie., that each of the study questions are adequately covered), Abstractness, Coherence, and Comparisons. See Act. 29, Unit I, and compare results with this and subsequent essay exercises. There should be a clear indication at this point of those students needing special assistance on these criteria. *Attitudes, Feelings and Values Judge these responses on the basis of Ethnocentrism. That is, the extent to which students fail to distinquish their subjective judgments from those based on criteria which are relative to the times in which the individual lived. (See Act. 12, Unit I, and Decentering in Act. 22, Unit I.)	8. Let each student in the class select and write a short paper about a particular Renaissance artist, writer, or scientist he studies in depth. Give the class the following questions to serve as guidelines for research: When did he live? Where did he live? What did he produce, invent, or discover? What is important or significant about his accomplishment or accomplishments? Where are his works, inventions, or discoveries found today? Read some of the papers to the class and then discuss: Which of these individuals do you think is most representative of the Renaissance? Why? How do you feel about the individual you selected? Explain. 9. Have the class look at a variety of pictures of Romanesque, Gothic, and Renaissance archietecture. References: See the following page.

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Notes to the Teacher	Learning Activities

	Romanesque	Gothic	Renaissance
Age of Faith (Fremantle), pp.		127-137	
America's Old World Frontier (Clark and Beeby), pp		351-354	394
Exploring the Old World, (Hamer), p.		175	
Renaissance, (Hale), p.			72
Renaissance, The (Steffensen), p.			53
Story of Nations, (Rogers), pp.	208	208	219, 223, 228
World History, A (Roselle), pp.	196	197-199, 204	262

Let the students organize their information about cathedrals in a chart as shown. (The chart is partially filled in for you.)

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	ROMANESQUE	GOTHIC	RENAISSANCE
Walls	Thick in order to support ceilings	Thin, but flying buttresses used to help support ceilings and walls	
Arches	Usually rounded	Usually pointed	
Windows	Small	Large, and made of stained glass	
Decorations	Paintings on inner walls of cathedrals and sculpture at the top of columns	Figures of men and animals carved in stone on outside of cathedrals	
Origin	In many countries in Western Europe	Primarily in France; spread to England, Germany, and Scandinavia	
Famous Examples	Cathedral at Poitiers, France	Notre Dame in Paris, France Mont-St.-Michel off coast of Normandy, France Oxford University in England	The Cathedral of Florence St. Peter's Church in Rome

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Notes to the Teacher	Learning Activities
Attitudes, Feelings, and Values You may wish to explore once again the concept of criteria and why criteria are important in making choices. *Evaluate responses as for Act. 8 above and compare results with it and with those from previous activities dealing with Ethnocentrism and Decentering.	Ask: . What differences do you notice? . What do these differences tell you about the times in which these cathedrals were built? . What do these differences tell you about the people who created them? . Which do you prefer? Why? Optional Activity: Have the class recall its comparison of classical and Egyptian architecture in Act. 19, Unit III. What differences do they notice among Egyptian, Greek, Roman, Romanesque, Gothic, and Renaissance architecture? Similarities? How would they explain these similarities and differences?
The preparation of bulletin boards should never be mere "busy work". Students should be expected to explain why they have chosen particular selections for display.	10. Let the art committee prepare a bulletin board display of Renaissance art. Ask the committee to include under each print or picture the following: . Artist . When and where created . Why considered significant

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Notes to the Teacher	Learning Activities
	11. Invite the school art teacher or other resource person to comment further on the significance of the works displayed on the bulletin board and to present, using slides if possible, further examples of Renaissance art.
	12. Have each student add to the time line begun in Act. 7, Unit I, a new section entitled, "Significant Dates and Events of the Renaissance" (or have them develop a separate but parallel time line to deal with this period.
Attitudes, Feelings, and Values This is also an attempt to relate life in the past to life today. Save these for later reference.	13. Let each student write (maximum one page) on the topic: "What Life Was Like During The Renaissance And How It Compares With Today."
*Essays Use the same criteria as for Act. 8 above. Note also the incidence of references to attitudes, feelings, and values. Essays may be grouped on the basis of the incidence of Relevant References (Frequent, Moderate, Few or None). Compare with Act. 29, Unit I.	
*Map Exercise Responses in this discussion will provide data on the status of map skills. Note the variety of appropriate geographic factors. As soon as possible, deal with errors.	14. Have the class reconsider the hypotheses they offered in Act. 37, Unit IV, concerning the influence which geography might have on trade routes. Look at the map on page 340 of *World Background for American History*, (Eibling). Then discuss: How would Italy's geographic position influence her role in trade prior to the 16th century?

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Notes to the Teacher	Learning Activities
Formulating Hypotheses These hypotheses will be referred to in Act. 17.	15. Inform the class that before the late 14th Century, European explorers did not travel very far from familiar shores. Then ask: How would you account for this? (Fear of unknown, belief world was flat, little knowledge about what lay beyond their own locale, inadequate instruments, inaccurate maps, insufficient equipment.) Have one student read to provide further information to the class. References: *America's Old World Frontiers*, (Clark & Beeby), pp. 424-425 Optional Activity: Artistically inclined students might draw cartoons illustrating some of the most common fears of the 14th Century. 16. Point out to the class that Marco Polo, his father, and his uncle, travelled to the Orient in 1271 A.D. (Their route is shown on the map on page 187 of *Exploring the Old World*, (Hamer), and on page 412, *America's Old World Frontiers*, (Clark & Beeby). Then read to the class Marco Polo's description of the riches of Japan
*Letters Sort letters into 3, 5 or 7 groups using criteria of Inclusiveness, Abstractness, Decentering (Act. 22, Unit I) and Coherence. Compare results with Act. 8 above.	

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Notes to the Teacher	Learning Activities
	from *Voices of the Past: Readings in Medieval and Modern History*, (Hanscom), p. 121, or from *America's Old World Frontiers*, (Clark & Beeby), pp. 419 to 420. Or Show the motion picture: *Marco Polo's Travels* Then have the class members imagine they are living in Europe at this time. Let them write letters to imaginary friends in other cities describing how they <u>feel</u> after hearing Marco Polo's descriptions of the Orient. Reference: *Marco Polo's Adventure in China* (Rugoff)
<u>Attitudes, Feelings, and Values</u> * Check oral responses against criteria of <u>Variety</u> (Act. 6, Unit I) and <u>Creativity</u> (Act. 14, Unit I) and encourage improvements in both as necessary.	17. Let the explorers committee formed in Act. 4 present an illustrated report on the new inventions and improved equipment which increased the possibility of extended explorations (astrolabe, compass, square sail, improved rudder, better ships). References: *Story of Nations*, (Rogers), p. 230 *Exploring the Old World*, (Hamer), p. 184-188 *America's Old World Frontiers*, (Clark & Beeby), p. 402

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Notes to the Teacher	Learning Activities
	Review from Act. 15 the class explanations of why most pre-14th century explorers did not travel very far from shore. Ask: How would these new inventions enable explorers to do things they couldn't do previously? What other things can the class think of that have been invented or discovered that enable people to do things they couldn't otherwise do?
Formulating Hypotheses	18. Ask the class to look again at the map on page 187 of *Exploring the Old World*, (Hamer). What difficulties would they foresee in bringing goods and spices from the Orient to the Mediterranean? (Bandits, slowness of travel by land, length of distance, amount of time involved, high prices due to dealing with Italian and Arab middlemen.) Have one student read to check on the students' explanations. Reference: *America's Old World Frontiers*, (Clark & Beeby), p. 422
	19. Hold a mock interview in which one student portrays Prince Henry the Navigator explaining why he feels ships could sail around Africa to reach India and China. Or

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	Show the motion picture *Prince Henry the Navigator* References: *Vast Horizons* (Lucas) *I Challenge the Dark Sea*, (Burt) Then discuss: What advantage would a water route to India and China have? (Quicker, safer, carry more goods) Now have three or four students role-play a group of ignorant sailors discussing their fears of sailing out into the unknown with one of Prince Henry's captains who is trying to explain to them that many of their fears are superstitions. Then ask: How many unfounded fears or superstitions can the class identify in existence today?
*Check interviews and role-playing on criteria of Decentering and Inclusiveness. This is another attempt to relate historical happenings to life today.	20. Ask the class to recall from Grade VI the information known about the world during the 15th century. (See references Act. 11, Unit I, Grade VI.) Ask again: How do you think a ship's captain felt setting sail for unknown parts at that time? An uneducated sailor?
*Check responses on criteria of Decentering, Inclusiveness and Explaining (see Act. 13, Unit I) and compare results with Act. 13, 16, 19.	

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Notes to the Teacher	Learning Activities
Attitudes, Feelings, and Values This is a further attempt to relate happenings in the past to the world today.	Have the class bring in several descriptions of the astronauts' voyage to the moon in 1969. Ask: How do you think the astronauts felt when they set forth on their journey to the moon? Then discuss: Has anything similar to the voyages of the early explorers or the astronauts ever happened to you? How did you feel? Why do you suppose people feel the way they do in situations like this?
*Responses to this exercise should be written and particular care taken to evaluate them against the Theme Comprehension criterion (Act. 27, Unit II) that is, how well do they analyze the factors associated with dealing with the unknown and apply these to their own experiences.	21. Have each student write a "Letter to the Editor" in which he attempts to explain man's desire to explore the unknown. Read some of the most insightful to the class. Ask: What does man's continual desire to explore the unknown tell you about people?
*Inferring and Generalizing Written responses to these should be evaluated on criteria of Inclusiveness, Abstractness and Explaining (see Act. 14, Unit I). Compare individual and class results with previous activities of the same kind.	

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Notes to the Teacher	Learning Activities

22. Ask the class to look at the map on page 170, *Exploring the Old World*, (Hamer), or page 386, *World Background for American History*, (Eibling), showing the explorations of the important Renaissance explorers.

Inform the class that as a result of the explorations and discoveries of the 15th and 16th centuries, the major trade routes shifted from the Mediterranean to the Atlantic.

Ask:

How would you explain this?

Then ask the explorers committee to explain whether the shift in trade routes increased or decreased each of the following, and why:

Trade (increased)
Prices (increased)
Power of merchants (increased)
Power of nobles (decreased)
Power of kings (increased)
Amount of money in circulation (increased)
Banking (increased)

Let two or three students read to check and report back on the accuracy of the committee's reasoning.

Reference:

Story of Nations, (Rogers), p. 232

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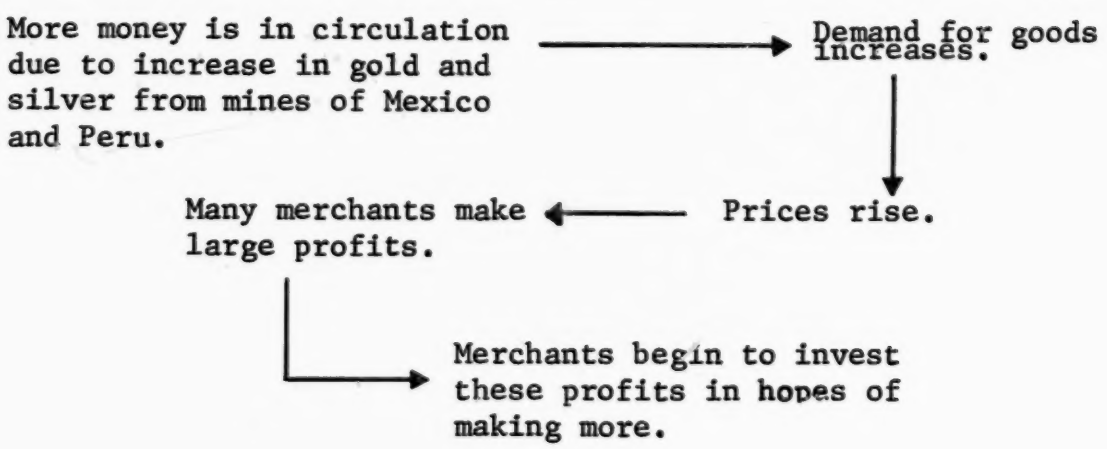
Notes to the Teacher	Learning Activities

23. Explain that hand-in-hand with an increase in prices, the development of banking, and the shift in major trade routes went the formation of a new economic system - capitalism. Draw a simple flow chart to illustrate its beginnings:



Point out that it was difficult for a single merchant to finance a complete merchant vessel. Often, therefore, a number of merchants would contribute jointly to the cost of outfitting such a ship and would share in the risks and profits. This arrangement, called a joint stock company, provided the capital (or money invested to produce more wealth) needed to finance many of the ventures which brought prosperity to Europe during the Renaissance.

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Organizing Idea: The actions, ideas, and values of the great artists, writers, scientists, and religious figures of the Renaissance were shaped by the spirit of the times.

Notes to the Teacher	Learning Activities
	24. Have the science committee prepare a bulletin board display of significant explorations and discoveries in man's history. Have committee members write a short statement to place under each item describing what new things each of these discoveries or explorations enabled men to do that they could not do before.
	25. Let one student present an oral report on Johannes Gutenberg and the invention of printing. Then discuss: How would the printing of books enable many people to do things they couldn't do previously? Point out two objections of the time to the printing press: . Some scholars disliked it because it made books available to everyone. . Others believed it disrespectful to print "great" literature and holy scripture by machines. Ask: Why might some people make such objections? Recall the many fears (see Acts. 15, 19, 20) of ignorant people during the 14th century and before. Then discuss: Would the invention of printing tend to decrease or increase superstitious beliefs (perhaps it would do both)?
*Check responses against criteria of Inclusiveness and Decentering before they are asked to recall information on fears and superstitions. Recall of previous learnings	

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Notes to the Teacher	Learning Activities
	26. Let the science committee report to the class on what the scientists they investigated did to counteract superstition. References: *Breakthrough in Science*, (Asimov), pp. 17-25; 45-54 (Copernicus & Newton) *Galileo*, (Levinger) *Giants of Science*, (Cane) *Inventions of Leonardo Da Vinci*, (Cooper) *Leonardo Da Vinci*, (Williams)
*Check these responses on Variety and Creativity.	27. Explain to the class that the Church, prior to the 17th century, believed that the earth, being created by God, was naturally the center of the universe. Galileo refuted this belief by developing a crude telescope which he used to make detailed studies of the planets. His observations verified the fact that the earth is but one of many planets revolving around the sun. Ask the science teacher (or a student especially interested in science) to illustrate this fact to the class, using a transparency or the blackboard. Inform the class that some scholars of the time refused even to look through Galileo's telescope. Then ask: How would you explain this? The Church eventually forced Galileo to deny his theory. Ask: Why do you suppose it did this?

UNIT V

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Notes to the Teacher	Learning Activities
Another attempt to relate the past to the world of today.	Ask the class if they can think of any new ideas or ways of doing things that people seem to be afraid of today (e.g., Communism, interracial marriages, long hair, student control of schools and universities, etc.). Then discuss: Is there such a thing as a "dangerous" idea? Why or why not?
	28. Have the religion committee formed in Act. 4 give the class background information on John Wycliffe and John Huss challenging the authority of the Roman Catholic Pope in the late 14th and early 15th centuries. Reference: *Story of Nations*, (Rogers), pp. 237-238 Have the class bring in examples of established ways or customs being challenged today. Then discuss: What leads men to challenge established ways?
*Check these responses against Variety and Abstractness (particularly the extent to which they include a suitable range of the feelings that underlie these challenges). Attitudes, Feelings, and Values	29. Have each student write a brief paper on the topic: "What I Like And Dislike About The Renaissance." Compare these with the papers written in Act. 13. What differences do they notice? Similarities? How would they explain these similarities and differences?

UNIT V

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Notes to the Teacher	Learning Activities
Developing Concepts	30. Divide the class into several research committees to study the rise of national states. Let the class choose two or three countries to contrast with England. Each committee will be the "experts" on its country. Allow the class to read widely in a number of sources before deciding countries they want to study. References: See next page. When they have selected a country, ask: What do you think would be important to know about these people? List their replies, then group and label. Then assign any of the following study questions, if the class has not suggested them: . Where did the ancestors of these people come from? . Where is this nation located? . What resources does it possess? . Who were some of the nation's early leaders? . What problems did they face? . How did they attempt to deal with those problems? . What contributions has this nation made to world civilization? Have the class add another section, entitled "The Rise of National States," to the time line because in Act. 7, Unit I (or have them develop a parallel time line separately).

	ENGLAND	FRANCE	SPAIN & PORTUGAL	RUSSIA
Story of Nations, (Rogers)	249-266 291-300	319-327 349-360	389-402 407-412	523-529 550-555
World History, A, (Roselle)	273-279	280-283	283-286	287-289
America's Old World Frontiers, (Clark & Beeby)	359-383			
World Background For American History, (Eibling)	245-274	279-287	289-297	
Exploring The Old World, (Hamer)	250-255	209-219	198-208	293-299
Age of Faith, (Fremantle)	141-146	146-147		
Medieval and Early Modern Times, (Hayes & Clark)	169-179 229-232	158-167 232-234	234-237	202-209
The Story of Mankind, (van Loon)	268-274	284-286		288-294
Eastern Lands, (Reed)	193-199 215-217 234-241	166-168 178	149-158	294-300 309-313
Record of Mankind, The, (Roehm)	145-147	147-148	148-149 222-224	
Past to Present, (Zebel & Schwartz)	228-233	235-239	239-240	295-298
History of Our World, The, (Boak, et al)	250-259	262-265	265-266	
Finding Out About The Early Russians, (Rice)				Through-out

UNIT V

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Notes to the Teacher	Learning Activities
Exchanging information A reminder that the average class will need help in setting up such a chart. The retrieval chart, remember, is intended to act as a reminder of information to be interpreted; it is not intended to limit the information the students use. Encourage them to use additional information they might have that might support the relationship they are making. Developing Concepts *Check grouping and labeling against criteria detailed for the Opener for Unit II. Alternatively use criteria of Abstractness and Flexibility as for the Opener, Unit I. Compare results. Try to improve the effectiveness of individual responses through saying such things as, "Are there any better labels we could use?" Encourage them to check the appropriateness of the criteria they use for labels.	31. Provide opportunities for the committees to work together and exchange the information which they find concerning the various questions. . Record (or have students record) the important data on a chart. Remind the students that all the information they obtain does not have to be listed. The emphasis should be on variety rather than quantity. . When data has been obtained on a particular question (or questions) for all the countries studied, let the class compare and contrast it. Questions such as the following should help elicit headings for a chart: . What information did each committee find about its country? . How might we group or organize this information? . What would you call these groups of information? The chart might be either a wall chart for the whole class to use, or a notebook-sized dittoed chart for each student. The chart below, partially filled in for England, is an example of categories that might be used. The teacher should expand or reduce these categories in relation to the ability level and skills of his particular class.

The Rise of National States

COUNTRY	SURROUNDING LAND AND WATER	EARLY LEADERS	PROBLEMS	ACCOMPLISHMENTS
ENGLAND	On North - Scotland On East - North Sea On West - Wales & Irish Sea On South - English Channel	Alfred the Great William the Conqueror Henry II Simon de Montfort Henry VIII	Maintain order Strengthen central gov't. Prevent invasion Establish system of laws Compete with nobles Obtain money	Established strong central gov't. (William) Introduced trial by jury (Henry II) Laid foundations for representative gov't. (Simon de Montfort) Established a national church (Henry VIII)
FRANCE				
SPAIN & PORTUGAL				
RUSSIA				

UNIT V

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Notes to the Teacher	Learning Activities
Comparing and Contrasting	32. Divide the class into three groups, each to read one of the following: *America's Old World Frontiers*, (Clark & Beeby) "Trial by Ordeal," pp. 375-377 - Group I "Trial by Jury," pp. 377-378 - Group II *Human Side of World History, The*, (West) "Peter Bartholomew Passes the Test of Truth," pp. 48-49 - Group III Have each group discuss their reading among themselves, deciding what it describes and emphasizes, with a secretary taking notes of any conclusions reached by his group. Then let each group summarize to the balance of the class what its reading was about. Have all take notes on the following questions: a) What happened in each of these instances? b) How did it happen? c) Why did it happen? d) In what ways are these readings different? Similar? e) How would you explain these similarities and differences? f) Do we have anything like this today? Explain.

*Evaluate notes for d on Abstractness, Inclusiveness and e on Explaining, and f on the Theme Comprehension criterion used in Act. 20.

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Notes to the Teacher	Learning Activities
This is another attempt to introduce a discrepant event - information that does not "tie-in" precisely with what students might expect - in order to help students improve their understanding of a concept or an idea. *Evaluate responses on criterion of Decentering. Note that the form of decentering will need to vary according to the person supposedly making the comments.	33. Have students imagine they live in England during the 13th century. Have them write an editorial in an imaginary newspaper of the time commenting on the possible significance of the signing of the Magna Carta by King John in 1215. The Magna Carta is often cited as a great landmark of personal liberty. Yet it applied only to knights and barons, not the common people. Let the class read to see if they can explain this. References: *Story of Nations*, (Rogers), pp. 261-262 *World History, A*, (Roselle), pp. 277-278 *America's Old World Frontiers*, (Clark & Beeby), pp.379 *Exploring The Old World*, (Hamer), pp. 254-255 *World Background For American History*, (Eibling), pp. 269-270
*Map Exercise There is a further opportunity through this exercise to check the facility with which maps are used. Note the effects of instruction since Act. 14.	34. Let each committee, using a map of Europe, describe the location of "its" country, the type of terrain to be found, the location of natural resources, the surrounding land and water, and indicate from where it is thought the first people came into this area. Let the rest of the class decide: Which country had the most natural defense from enemies? Recall from Unit I, Act. 25, the different methods earlier civilizations used for protection (flight, walls, fortresses, weapons, armies, navies). Let each committee tell how its nation tried to deal with the problem of defense against invaders.

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Notes to the Teacher	Learning Activities
*Inferring and Generalizing Compare results from this exercise with those from Act. 21. Note that the different subject matter of this exercise will affect this comparison. Nonetheless, particular attention should be given to the relative size of the bottom groups in both exercises and immediate steps taken to reduce it in this exercise, if this seems necessary.	Ask: How, if at all, have methods of defense changed? What would one have to know at that time to prepare an adequate defense? What would one have to know today? What must men learn if there are to be no more wars?
	35. Focus class attention on the wall chart (or individual charts in their notebooks). Encourage students to look for relationships by asking the following questions: 1) What differences do you notice among these countries? List on the board the differences the students suggest. Then ask: 2) How would you explain this (select one) difference? Continue questioning the students until they suggest a number of reasons that might account for the differences they have noted. Then ask: Pick any difference that you find particularly noteworthy. What effect on future generations of people living in these countries might this difference have had?

*Responses to the last question should be evaluated on criteria of Inclusiveness, Abstractness and Creativity.

MAIN IDEA: THE BELIEFS, ACTIVITIES, AND VALUES OF PEOPLE ARE INFLUENCED BY THE TIMES IN WHICH THEY LIVE.

Organizing Idea: The actions, ideas, and values of the great artists, writers, scientists, and religious figures of the Renaissance were shaped by the spirit of the times.

Notes to the Teacher	Learning Activities
	36. Point out to the class that many factors help to unite people into nations. Particularly helpful are the following: . Geography . Common government . Common language . Common customs and traditions Let each committee present what evidence it can to indicate the extent to which its country is a nation according to the above criteria.
	37. Give the class a brief background on how the rise of national feeling weakened the Church. Reference: *Story of Nations*, (Rogers), p. 239 Then divide the class in two - one half to read about Martin Luther; the other, about John Calvin. Study questions: . Who was _____ ? . What did he do? . In what ways did he disagree with the Church? . What happened to him? . What changes did he bring about?

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Notes to the Teacher	Learning Activities
Reconsideration of previous conclusions	Recall the discussion in Act. 27 about whether or not there is such a thing as a "dangerous idea." Would any member of the class now wish to change his opinions? Why or why not?
	38. Have students explain the meaning of humanism to the class. Recall the two beliefs reborn during the Renaissance (see Act. 6). To what extent did humanism contribute to the furtherance of these two beliefs? Ask the appropriate committee formed in Act. 4 to explain how the humanistic spirit was reflected in: Art Architecture Music Literature Science Education Exploration Religion

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Notes to the Teacher	Learning Activities

Conclusion

Inform the class that the time has come to pull all of their information together. List on the board the characteristics of the Medieval World presented in Act. 6. Have each of the committees formed in Act. 4 present what evidence they can to illustrate how each of these characteristics changed during the Renaissance.

Have the students prepare a three column chart as shown below:

Medieval World	Renaissance World	Today's World
The Church dominated all aspects of life.		
Art and literature emphasized a religious purpose.		
Men accepted rather than questioned the nature of things.		
National governments were weak or non-existent.		
Lower classes had little freedom.		

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Notes to the Teacher	Learning Activities

Medieval World	Renaissance World	Today's World
Considerable poverty and misery for most people		
Rigid class lines		
Feudalism		

Inferring and Generalizing

*The results of the evaluation of this activity will give the teacher information about the extent to which individuals have grasped the important ideas they have been considering. After evaluating responses against criteria of Inclusiveness, Abstractness, Explaining and Comparisons, teachers can decide what further steps may need to be taken either to consolidate ideas or to correct misconceptions, inaccuracies and prejudices.

Have the class look at each column in turn:

Ask:

What can you say about what people considered important during the Middle Ages?
What can you say about what people considered important during the Renaissance?
What differences do you notice from what people consider important today? Similarities?

Then discuss:

What effects do the times during which men live have on their

Actions?
Beliefs?
Values?
Accomplishments?

APPENDIX I

Athenian Thoughts:
- Character
- Hippocratic Oath
- Hector
- Greek Sayings
- Philosophers (Plato)
- Courtship (Ovid)
- Religion (Aeschylus)
- Citizenship
- Stoicism
- Greek Women
- Religious Beliefs
- Reason (Aristotle)

Loyalty Oaths:
- California Loyalty Oath
- Oath of Allegiance
- Communism

Athenian Character

Being poor is no disgrace; the true disgrace is doing nothing to avoid it. We regard a man who takes no interest in public affairs not as a harmless, but as a useless character. The greatest barrier to action is, in our opinion, not discussion, but the lack of knowledge gained by discussing things before one acts. We think before we act. The bravest person is the one who, knowing all the pains and pleasures of life, still does not shrink from danger. We make our friends by conferring rather than receiving favors.[1]

The Hippocratic Oath

I swear by Apollo Physician, by Asclepius, by Health, by Panacea, and by all the gods and goddesses, making them my witnesses, that I will carry out, according to my ability and judgment, this oath. To hold my teacher in this art equal to my own parents; to make him partner in my livelihood; when he is in need of money to share mine with him; to consider his family as my own brothers, and to teach them this art, if they want to learn it, without fee; to impart all instruction to my own sons, the sons of my teacher, and to pupils who have taken the physician's oath, but to nobody else. I will use treatment to help the sick according to my ability and judgment, but never with a view to injury and wrongdoing. Neither will I administer poison to anybody when asked to do so, nor will I suggest such a course. . .But I will keep pure and holy both my life and my art. . .Into whatsoever houses I enter, I will enter to help the sick, and I will abstain from all intentional wrongdoing and harm. . .And whatsoever I shall see or hear in the course of my profession, as well as outside my profession. . .if it be what should not be published abroad, I will never divulge, holding such things to be holy secrets. Now if I carry out this oath and break it not, may I gain forever reputation among all men for my life and for my art; but if I transgress it and forswear myself, may the opposite befall me.

Hector, the Greek

Hector looked at his son and smiled, but said nothing. Andromache (his wife), bursting into tears, went up to him and put her hand in his. "Hector," she said, "you are possessed. This bravery of yours will be your end. You do not think of your little boy or your unhappy wife, whom you will make a widow soon. Someday the Achaeans (uh`kee´unz, Greeks) are bound to kill you in a massed attack. And when I lose you I might as well be dead. There will be no comfort left, when you have met your doom - nothing but grief.". . .

"All that, my dear," said the great Hector of the glittering helmet, "is surely my concern. But if I hid myself like a coward and refused to fight, I could never face the Trojans and the Trojans' ladies. ...Besides, it would go against the grain, for I have trained myself always, like a good soldier, to take my place in the front line and win glory for my father and myself." . . .

Then. . .(Hector) prayed to Zeus (zoos´, greatest of the Greek gods) and the other gods: "Zeus, and you other gods, grant that this boy of mine may be, like me, preeminent in Troy; as strong and brave as I; a mighty king of Ilium (ihl´ih·um, Troy). May people say, when he comes back from battle, 'Here is a better man than his father.' Let him bring home the blood-stained armor of the enemy he has killed, and make his mother happy."[2]

Greek Sayings

"Know thyself."
"Nothing in excess."
"Come back with your shield or on it." (Saying of a Spartan Mother to her son about to leave for battle.)

"A slave is he who cannot speak his thought," (Euripides).

Philosophers

Read selections from Plato's "The Philosopher as King."[3]

Courtship

How to Capture a Woman's Love:

"Just play whatever part she'd have you play. . ."

Yield to rebuff; yielding will win the day;
Just play whatever part she'd have you play;
Like what she likes, denounce what she denounces
Say what she says, deny what she denies.
Laugh when she laughs. She weeps? Be sure you weep.
Let her dictate the rules your face must keep. . .
Gladly the footstool at her sofa put,
And bring the slipper for her dainty foot. .".[4]

Religion

Aeschylus on Religion:

"And, truly, what of good
ever have prophets brought to men?
Craft of many words,
only through
evil your message speaks.
Seers bring aye
terror, so to keep
men afraid."

Citizenship

The Athenian Oath of Good Citizenship:

We will never bring disgrace to our city by any dishonest or cowardly act. We will fight for the ideals and sacred things both alone and with our companions. We will revere and obey the laws of the city. We will always try to encourage the sense of civic duty in others. We will strive in every way to pass on the city to our sons greater and better than it was when our fathers passed it on to us.

Stoicism

Never value anything as profitable to thyself which shall compel thee to break thy promise, to lose thy self-respect, to hate any man, to suspect, to curse, to act the hypocrite. . .

In the morning when thou risest unwillingly, let this thought be present - I am rising to the work of a human being. Why then am I dissatisfied if I am going to do the things for which I exist and for which I was brought into the world? Or have I been made for this, to lie in the bedclothes and keep myself warm? But this is more pleasant. Dost thou exist then to take thy pleasure, and not at all for action or exertion? Dost thou not see the little plants, the little birds, the ants, the spiders, the bees working together to put in order their several parts of the universe? And art thou unwilling to do the work of a human being, and dost thou not make haste to do that which is according to thy nature? But it is necessary to take rest also. It is necessary: However, nature has fixed bounds to this, too. She has fixed bounds both to eating and drinking, and yet thou goest beyond these bounds, beyond what is sufficient. [5]

On Greek Women

Girls should "see and hear as little as possible, and ask the fewest questions."

Religious Beliefs

From the Egyptians and Babylonians, the Greeks adopted the belief that one could foretell the future by studying various marks found on the livers and kidneys of animals. Greek priests also studied the sky, the flights of birds, and the movements of horses for tell-tale signs. Many times they relied on such "signs" to decide whether or not to fight a battle or propose a law.

Reason

Aristotle on Reason: [6]

Since then reason is divine in comparison with man's whole nature, the life according to reason must be divine in comparison with (usual) human life. Nor ought we to pay regard to those who exhort us that as men we ought to think human things and keep our eyes upon mortality: nay, as far as may be, we should endeavor to rise to that which is immortal, and live in conformity with that which is best in us. Now, what is characteristic of any nature is that which is best for it and gives most joy. Such to man is the life according to reason, since it is this that makes him man.

California Loyalty Oath

The State of California requires that teachers, nurses, and other individuals desirous of obtaining

any job paid completely or in part by state funds must sign a "loyalty oath."

Who Must Sign Oath - All public employees including permanent, temporary, emergency and exempt employees of any State agency and volunteers in any State civilian defense organization accredited by the California Disaster Council and Members of the California National Guard and California Defense and Security Corps. All public employees are declared to be "Civil Defense workers."

When Oath Must Be Signed - Before entering upon the duties of their employment. For intermittent, temporary or emergency employments an oath or affirmation may, at the discretion of the employing agency, be effective for all successive periods of employment which commence within one calendar year from the date of the oath.

Where Oaths Are Filed - All oaths for State employees, State Civil Defense Volunteers, members of the California National Guard or California Defense and Security Corps shall be filed with the California State Personnel Board within 30 days of the date the oath is executed.

Failure to Sign Oath - No compensation or reimbursement for expenses incurred shall be paid to any public employee or civil defense worker by any public agency unless such public employee or civil defense worker has taken and subscribed to the oath of affirmation.

Penalties (Government Code)

"3108. Every person who, while taking and subscribing to the oath or affirmation required by this chapter, states as true any material matter which he knows to be false, is guilty of perjury, and is punishable by imprisonment in the state prison not less than one nor more than 14 years."

"3109. Every person having taken and subscribed to the oath or affirmation required by this chapter, who while in the employ of, or service with, the State or any county, city, city and county, State agency, public district, or civilian defense organization advocates or becomes a member of any party or organization, political or otherwise, that advocates the overthrow of the Government of the United States by force or violence or other unlawful means, is guilty of a felony, and is punishable by imprisonment in the state prison not less than one or more than 14 years."

Oath of Allegiance (For persons employed by the State of California)

"I, _____, do solemnly swear (or affirm) that I will support and defend the Constitution of the United States and the Constitution of the State of California against all enemies, foreign and domestic; that I will bear true faith and allegiance to the Constitution of the United States and the Constitution of the State of California; that I take this obligation freely, without any mental reservation or purpose of evasion; and that I will well and faithfully discharge the duties upon which I am about to enter.

And I do further swear (or affirm) that I do not advocate, nor am I a member of any party or organization, political or otherwise, that now advocates the overthrow of the Government of the United States or of the State of California by force or violence or other unlawful means; that within the five years immediately preceding the taking of this oath (or affirmation) I have not been a member of any party or organization, political or otherwise, that advocated the overthrow of the Government of the United States or of the State of California by force or violence or

other unlawful means; except as follows:_____

_____

and that during such time as I hold the office of employee of the State of California I will not advocate nor become a member of any party or organization, political or otherwise, that advocates the overthrow of the Government of the United States or of the State of California by force or violence or other unlawful means."

Communism

Since the end of World War II in 1945, there has been a growing belief among the American people that Soviet communism posed a considerable threat to America's interests abroad and to security at home. In the late 1940's President Truman established loyalty boards in all the executive departments of the federal government. Their job was to hold preliminary investigations of any cases involving suspected disloyalty. With the assistance of the F. B. I. and the Civil Service Commission, the government eventually checked the loyalty of all employees in the executive department, as well as investigating all new applicants. Only "nine one thousandths of one per cent of all those checked" were dismissed for disloyalty.

The fear of possible Communist infiltration and control has grown, however. In 1949, a federal court decreed that the purpose of the Communist Party was to overthrow the government of the United States by force and violence. Since then, a number of people have feared the Communists may have won control of many American labor unions and infiltrated their way into many college and university faculties. Thus, increasingly, in a number of states besides California, there has been a tendency to require special loyalty oaths of teachers.

A number of people, however, have resented having to sign such loyalty oaths. In the 1950's, for example, many faculty members at the University of California at Berkeley resigned their positions rather than sign the oath shown above:

Why do you think these faculty members resigned?

Footnotes

1 Adapted from "The Glory of Athens," in Eisen, S. and Filler, M. (eds.). *The Human Adventure.* New York: Harcourt Brace & World, 1964, pp. 40-41.

2 Homer. *The Iliad.* Trans. by C. V. Rieu, Harmondsworth, Middlesex, England: Penguin Books, 1950, Book VI, pp. 128-130.

3 Plato. *The Republic.* trans. by H. D. P. Lee, Harmondsworth, Middlesex, England: Penguin Books, 1955, pp. 233-234, 236, 245-247.

4 Wilkinson, L. P. *Ovid Recalled.* Cambridge, England: Cambridge, Univ. Press, 1955, pp. 128-129, 131-133.

5 *The Thoughts of the Emperor Marcus Aurelius.* trans. by George Long, New York: The F. M. Lupton Company, 18, pp. 56, 61-62, 67-68, 80.

6 Hamilton, Edith. *The Greek Way.* New York: Time Books, 1963, p. 30.

APPENDIX II

Set I
Roman Life: Examples of Roman Law
A Roman Banquet
A Roman Soldier Speaks
Roman Sayings
A Charioteer of Rome

Set II
Roman Life: Roman Sayings
Horace Offers Advice on How to Live
Slave Owners
Description of a Public Bath
The Interests of the Young

Set III
Roman Life: Roman Sayings
Watching the Gladiators
Slums in Rome
Cicero on Old Age

Set I

Examples of Roman Law [1]

No one is compelled to defend a cause against his will.
No one suffers a penalty for what he thinks.
No one may be forcibly removed from his own house.
Anything not permitted the defendant ought not be allowed the plaintiff.
The burden of proof is upon the party affirming, not on the party denying.
A father is not a competent witness for a son, nor a son for a father.
The gravity of a past offense never increases ex post facto.
In inflicting penalties, the age and inexperience of the guilty party must be taken into account.

A Roman Banquet [2]

Appetizers

Jellyfish and eggs
Sow's udders stuffed with salted sea urchins
Patina of brains cooked with milk and eggs
Boiled tree fungi with peppered fish-fat sauce
Sea urchins with spices, honey,
oil and egg sauce

Main Course

Fallow deer roasted with onion sauce, rue,
Jericho dates, raisins, oil and honey
Boiled ostrich with sweet sauce
Turtle dove boiled in its feathers
Roast parrot
Dormice stuffed with pork and pine kernels

Ham boiled with figs and bay leaves rubbed
with honey, baked in pastry crust
Flamingo boiled with dates

Dessert

Fricassee of roses with pastry
Stoned dates stuffed with nuts and pine
kernels, fried in honey
Hot African sweet-wine cakes
with honey

A Roman Soldier Speaks

In 171 B.C. Rome was once again at war. To stiffen the green troops, the Senate ordered that some of the old centurions be called up from the reserve. Twenty-three answered the summons and appealed to the people's Assembly to obtain their former ranks. The appeal of one of these soldiers is repeated in *Voices of the Past, Vol. I.* [3] Part of the class can read excerpts from this speech.

Roman Sayings

"It is a rough road that leads to the heights of greatness" -- Seneca.
"No sooner said than done" -- Auintus Ennius
"No one knows until he tries" -- Publius Syrus

A Charioteer of Rome

A short vignette describing the feelings of a Roman Charioteer participating in a chariot race is presented in *A World History.* [4] This also may be read by some members of the class.

Set II

Roman Sayings

"Love conquers all" -- Virgil
"It is quality rather than quantity that matters" -- Seneca

Horace Offers Advice on How to Live [5]

"Tell them the truth with a smile"
"Better to live, Licinius, not always rushing into deep water, and not, when fear of storms makes you shiver, pushing too close to the dangerous coast."

Slave Owners [6]

The following comment on brutal slave-owners is from a book that the philosopher Seneca dedicated to Nero, Emperor of Rome.

It is creditable to a man to keep within reasonable bounds in his treatment of his slaves. Even in the case of a human chattel (piece of property) one ought to consider, not how much one can torture him without being punished oneself, but how far such treatment is permitted by natural goodness and justice, which prompts us to act kindly towards even prisoners of war and slaves bought for a price (how much more towards freeborn, respectable gentlemen?), and not to treat them with scornful brutality as human pieces of property, but as persons somewhat below ourselves in station, who have been placed under our protection rather than assigned to us as servants. Slaves are allowed to run and take sanctuary at the statue of a god; though the law allows a slave to be ill-treated to any extent, there are nevertheless some things which the common laws of life forbid us to do to a

human being. Who does not hate Vedius Pollio more even than his own slaves did, because he used to fatten his eels with human blood, and ordered those who had offended him in any way to be cast into his fish-pond, or rather snake-pond? That man deserved to die a thousand deaths, both for throwing his slaves to be devoured by the eels which he himself meant to eat, and for keeping eels that he might feed them in such a fashion. Cruel masters are pointed at with disgust in all parts of the city, and are hated and loathed.

Description of a Public Bath [7]

When your strenuous gentleman, for example, is exercising himself by flourishing leaden weights; when he is working hard or else pretending to be working hard, I can hear him grunt, and when he releases his imprisoned breath, I can hear him panting in wheezy and high-pitched tones. Or perhaps I notice some lazy fellow, content with a cheap rub-down, and hear the crack of the pummelling hands on his shoulders, varying in sound as the hand is laid on flat or hollow. . .Add to this the arresting of an occasional roisterer or pickpocket, the racket of the man who always likes to hear his own voice in the bathroom, or the enthusiast who plunges into the swimming tank with unconscionable noise and splashing. . .Then the cakeseller with his varied cries, the sausage-men, the confectioner, and all the vendors of food hawking their wares, each with his own distinctive intonation.

The Interests of the Young [8]

Youths were quick to mimic games and sports that fascinated their elders. Just as adult hunters snared bulls and rhinoceroses, spear-carrying youngsters hunted hares. The craze for chariot racing also spread to the children. Youngsters drove about the courtyards of their fathers' villas in carts drawn by sheep, goats and dogs. The smallest boys, said Horace, could be seen "harnessing mice to a little cart." Youths, complained Tacitus, preferred these sports to studies: "Really I think that the. . . passion for gladiators and horses (is) all but conceived in the mother's womb. . .Few indeed are to be found who talk of any other subjects in their homes, and whenever we enter a classroom, what else is the conversation of the youths?"

Set III

Roman Sayings

"There are some remedies worse than the disease"
-- Publius Syrus
"There is no place more delightful than home"
-- Cicero

Watching the Gladiators [9]

By chance I attended a mid-day exhibition, expecting some fun, wit, and relaxation. . .But it was quite the reverse. The previous combats were the essence of compassion; but now all the trifling is put aside and it is pure murder. (During the luncheon interval, condemned criminals were often driven into the arena and compelled to fight for the amusement of those spectators who remained throughout the day.) The men have no defensive armour. They are exposed to blows at all points, and no one ever strikes in vain. Many persons prefer this programme to the usual pairs and to the bouts "by request." Of course they do; there is no helmet or shield to

deflect the weapon. What is the need of defensive armour, or of skill? All these mean delaying death. In the morning they throw men to the lions and the bears; at noon, they throw them to the spectators. The spectators demand that the slayer shall face the man who is to slay him in his turn; and they always reserve the latest conqueror for another butchering. The outcome of every fight is death. . . In the morning they cried: "Kill him! Lash him! Burn him! Why does he meet the sword in so cowardly a way? Why does he strike so feebly. . ." And when the games stop for intermission, they announce: "A little throat-cutting in the meantime, so that there may still be something going on!"

Slums in Rome [10]

Perhaps another age will imagine that most Romans have lived in vast marble palaces, moving through spacious halls amid stately pillars and spraying fountains. Nothing like this is the case for the great majority. A census report declares "there are some 44,000 tenement blocks (insulae) in the city and only about 1,750 separate 'mansions' (domus)."

Considering the extreme congestion of population, no other solution than this is possible if Rome is to remain Rome. There is a great profit in building these huge, ungainly "islands," the tenement blocks. Everywhere around the city we meet the gangs of laborers mixing the concrete whereof the structures are mostly constructed, or setting the wooden molds to shape the material as it solidifies; or else tearing down and carting away the wreckage of insulae that have begun to decay. Such property employs a great amount of capital. Nearly every senator has his men of business caring for his housing investments and rentals, and the "realtor" is a very familiar personage.

Rightly is it complained also that many insulae are put up in a cheap and absolutely dangerous manner, and at best are dark, dirty, and unsanitary. The very name implies that they should be built with a free space all around them. The old law of Twelve Tables (450 B.C.) required a passage way (ambitus) of at least two and half feet on either side, but this law was recklessly disregarded until the great fire of Nero enabled the government to enforce a fairly scientific building code. Even now, however, the tenement houses are often hemmed in on all sides by miserable block alleys hardly accessible to the public scavengers. . .

Cicero on Old Age [11]

Just as apples when the are green are with difficulty plucked from the tree, but when ripe and mellow fall of themselves, so with the young, death comes as a result of force, while with the old it is the result of ripeness. To me, indeed, the thought of this "ripeness" for death is so pleasant, that the nearer I approach death the more I feel like one who is in sight of land at last and is about to anchor in his home port after a long voyage.

Footnotes

1 Hadas, M. *Imperial Rome.* New York: Time, Inc., 1965, p. 166.

2 *Ibid.*, p. 85.

3 Hanscom, J., et. al. *Voices of the Past I*, New York: MacMillan, 1967, pp. 126-127.

4 Roselle, D. *A World History.* Boston: Ginn & Co., 1966, pp. 139-140.

5 *Ibid.*. p. 107.

6 Hanscom, *op. cit.*, p. 153.

7 Hadas, *op. cit.*, pp. 86-88.

8 *Ibid.*, p. 52.

9 Hanscom, *op. cit.*, p. 153.

10 *Ibid.*, pp. 162-3.

11 Hadas, *op. cit.*, p. 104.

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